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Child Protection Policy

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Ratified by Governors:	Maria Lewington & Kevin Hinde
Governor Signature:	Handwritten signatures of Maria Lewington and Kevin Hinde in black ink.

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CORE PRINCIPLES

John Scurr Primary School ensures that the protection of children is at the heart of ;

The School vision

'I believe every child will grow healthy and strong and look after themselves'

The School values -

Resilience

Respect

Reflect

Resourcefulness

Readiness'

The School Rules -

Be Kind

Try Your Best

The Curriculum Drivers -

Responsibility

Communication and Oracy

Possibilities

The School Motto

'Be the best that you can Be'

The school aims to develop an atmosphere in which children feel secure, in which their viewpoints are valued and in which they are encouraged to talk and listen. This is most evident in our P4C and Oracy curriculum. Our PSHE curriculum, our Mental Health Protocols and our Behaviour Policy.

This Child Protection Policy is made available and accessible to staff, parents and visitors and communicated on the school website, shared drive, staff handbook, staff induction, staff training, school office and on Governor Hub.

Safeguarding policies will be reviewed least annually unless an incident, new legislation or guidance calls for the need for a review.

John Scurr Primary school is committed to safeguarding and follows the procedures outlined by Tower Hamlets Local Safeguarding Board. Teachers and all other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviours and failure to develop because they have daily contact with children. We fully recognise the important role the school has in the early recognition of the signs and symptoms of abuse and neglect. We ensure that the important role that the school has in the early recognition of the signs and symptoms of abuse and neglect. We ensure that we make effective and fair use of all the appropriate referral processes.

In summary –

The procedures within the Child Protection Policy apply to all staff, volunteers, visitors and governors;

All procedures are written in accordance with Keeping Children Safe in Education 2022 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations.

1. CORE SAFEGUARDING PRINCIPLES

- ☒ The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- ☒ All concerns shared and reported by children 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 concern shared that may suggest a child is at risk of harm or has been harmed.
- ☒ The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.

These 6 core principles are embedded within the school's safeguarding arrangements; underpin the school's safeguarding policies, procedures and systems; and pervade the whole school approach to safeguarding at John Scurr 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 and other partners.

3. SAFEGURDING 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)
- ☐ [The Apprenticeships, Skills, Children and Learning Act 2009 \(as amended\)](#)
- ☐ Education and Training (Welfare of Children) Act 2021 (16-19 Academies and Independent Training Providers)
- ☐ [The Equality Act 2010](#)
- ☐ The Safeguarding Vulnerable Groups Act 2006

- ☐ [Working Together to Safeguarding Children 2018 \(Updated July 2022\)](#)
- ☐ [Keeping Children Safe in Education 2022 \(1 September 2022\)](#)
- [What to do if you're worried a child is being abused 2015](#)
- ☐ [The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities \(May 2014\)](#)
- ☐ The Teacher Standards 2012

4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

- ☐ [London Child Protection Procedures revised 7th Edition \(London Safeguarding Children Board, March 2022\)](#)

- ❓ Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- ❓ Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2022
- 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 2022

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 Child Safeguarding Practice Reviews,¹ participate in the THSCP multi-agency safeguarding training offer, and co-operate with the THSCP’s and borough’s Section 175/157 School Safeguarding Audit cycle.

6. KEY DEFINITIONS

¹ For more information on the Rapid Review process, Child Safeguarding Practice 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.

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

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

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

7. ROLES AND RESPONSIBILITIES

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

In accordance with the statutory requirement for a named member of the Governing Body to take leadership responsibility for safeguarding at the school the Safeguarding Link Governor is Kevin Hinde.

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.

[

Link Governor for Safeguarding- Kevin Hinde

Head teacher – Maria Lewington (Out of hours contact)

Designated Safeguarding Leads – Keeley Alborough and Anna Southcott

Family Support Worker and Achievement Advocate (all trained in DSL practices and form part of the Safeguarding Team) – Rofina Begum and Satnam Sokhal .

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. We use CPOMS to ensure that all CP concerns are reported accurately. This should be done as soon as the concern is raised or as soon as is possible within that directed day. DSLs should be informed immediately if there is a concern regarding current harm to a child or evidence. The head teacher should be informed immediately if there is a concern regarding a staff members safeguarding practice.

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

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

8. RIGHTS OF THE CHILD

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

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals’ physical and psychological integrity

² <https://www.equalityhumanrights.com/en/human-rights>

- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: protects the right to education.

In accordance with the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics) in line with our Equality Policy and the Equality Act 2010. The school is committed to supporting and taking positive action towards children with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race- who may be at a disadvantage and be disproportionately vulnerable.

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

John Scurr Primary school, within the context of safeguarding and promoting the welfare of children, supports all pupils with protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. This can also include taking positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children, including those with long term conditions. Our school may, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

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

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race

³ <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>

equality at pace.⁴ The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education. At John Scurr we are committed to an anti racist curriculum through the resources we choose, the core books we focus on and the significant and famous people we teach our children about. At our school we believe that ‘if we can’t see it , we cant be it – and we promote pupil voice through a well-planned P4C offer and our Oracy curriculum.

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

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

A Child who:

- ❑ is disabled or has certain health conditions and has specific additional needs;
- ❑ has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- ❑ has a mental health need;
- ❑ is a young carer;
- ❑ is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups 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

⁴ https://www.towerhamlets.gov.uk/ignl/community_and_living/Inequality-Commission/Black-Asian-and-Minority-Ethnic-Inequalities-Commission.aspx

- ❑ 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.

10. CHILDREN IN NEED OF A SOCIAL WORKER

Children who have been allocated a social worker may have experienced abuse including neglect and belong to a family that has many complex circumstances. Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, 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. **The school will co-operate with the Virtual School, which now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker.**

Where a child is known to a Social Worker – we will ask that all educators contribute to written and verbal reports given by the safeguarding team for TAC and CP meetings. This is usually instigated through a request on CPOMS and stored that way. Occasionally we will ask educators from John Scurr to attend meetings. Teachers or educators of Children who are LAC will require regular planning meetings with Anna Southcott who is the Lead for LAC pupils.

11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

At John Scurr Primary School we refer pupils with identifiable mental health concerns to either Anna Southcott (DSL and Inclusion Lead) or Helen Davies (PSHE and Mental Health Lead). From an initial discussion various pathways may exist and we ensure pupils are supported through quality first teaching, mentoring, counselling and in some cases referring to CAMHS or Prevent. At all stages of the pathway, parents are informed and CPOMS provides the annotated evidence of the support and systems that are in place.

12. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN

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

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

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

Anna Southcott is the designated teacher for LAC and care leavers at John Scurr. Anna liaises with the Virtual School Headteacher to create and update the care plans for pupils. This is carried out in liaison with the class teacher and includes the

⁵ For further information staff should read relevant government guidance including [Promoting and supporting mental health and wellbeing in schools and colleges \(2022\)](#) and [Mental Health and Behaviour in Schools \(2018\)](#)

additional support in place for each child/ and family. Anna is also clear about any adjustments that are made within the school day to ensure LAC pupils can achieve their best.

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

13. SEND CHILDREN

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

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

John Scurr Primary School supports and safeguards SEND pupils including children who have physical health conditions through ensuring that are safeguarding systems accessible to all children – this may be through assisted technology, through our relationships/advice sought by/ with outside agencies (Phoenix Outreach/ Child in Time/CAMHS) and/ or through the scrutiny in transfer of pupil records ; all staff should be vigilant when working with SEND pupils and all staff must ensure the known barriers are overcome when ensuring pupil safety.

14. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, child criminal exploitation or mental health problems. Staff should be alert to children already known to be vulnerable going missing from education especially Children known to a Social Worker and Looked After Children.

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

At John Scurr School we ensure attendance is closely monitored by all staff. Class teachers must complete the morning register by 8 55am and absent pupils are then tracked through the FSW. Pupils that are known to have a record of persistent absenteeism are tracked further by the class teacher and the Associate HT in charge of Attendance – Helen Davies. Pupil absence is of concern to everyone at school and all staff must work together to ensure absences are followed up with the correct channels.

We carry our regular 'at risk' meetings with parents of pupils where we see attendance falling below 95% - this is done with the Attendance Welfare Advisor and our Family Support Worker. We work with families to try and overcome their barriers to attendance. Outcomes of all meetings are logged on CPOMS with warning letters issued as a last resort.

All staff must read our Attendance policy (available in the handbook and on line) and ensure attendance is prioritised, celebrated and monitored.

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

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

15. 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.

16. WHISTLEBLOWING

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

All staff must follow the advice in the Whistleblowing policy and must feel that they can report on any concerns effecting pupils safeguarding – this should be to the DSL (Anna Southcott or Keeley Alborough). The DSLs will listen and make a record of the concern expressed and take the appropriate action or seek the appropriate advice.

For any other safeguarding concern (or those concerning staff) please refer to Maria Lewington (Headteacher) – see below .

Where the concern is regarding the Headteacher – staff must contact Kevin Hinde (Chair of Governors) via email. Khinde.211@lgflmail.org

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

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

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

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

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

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

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

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

concerns the head teacher, then the Chair of Governors shall make contact with the LADO.

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

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

On the school website and in the school handbook all staff are made aware of their professional behaviours through our Code of Conduct. All staff must adhere to this conduct and where any concerns arise this can be taken up with line managers. Concerns, however 'low level' must be reported on. Staff should also read the 'look out' section in the staff handbook as this highlights protocol, standards and behaviours for safe and highly effective teams.

18. STAFF TRAINING INCLUDING TRAINING FOR GOVERNORS

In addition to School Staff, Governors and Trustees are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements in place.

All governors attend Safeguarding Training on induction – through the LBTH training package. In addition to this governors have safeguarding as a standing item on the

Agenda for termly meetings. Further written updates are provided by Governors in the Head teachers report.

Safeguarding training (including KCSIE 22 updates) is a termly session and updated via phase meetings on a weekly basis. Safeguarding updates are provided in the Head teachers Tuesday Tribune and on a monthly email from the Compliancy Lead. We also suggest additional training packages run by Educare for separate groups of staff- this is identified by the Compliancy Consultant and the Head teacher and time is given to this. This multi levelled approach to communication and training ensures that the training is bespoke, proactive and reflective.

Agency Staff training checks are carried out via Tania Bashir and all visiting staff, on entry receive an abridged version of the Safeguarding Procedures. Longer term Agency staff are all included in our induction package – which includes Safeguarding training.

All ITT students – via Teach First or the UCL receive basic safeguarding training before their practice and this is made bespoke within the first 2 weeks of their training at John Scurr by either the DSLs or the Headteacher.

If any staff miss training – a follow up session is provided asap but on their return to work an abridged version of any training or changes must be given by their line manager.

Every staff member has a responsibility to stay up to date with all aspects of training and ensure that they have an educare password. If you cannot attend training or have not completed modules – you must inform the DSL.

On a half termly basis the DSLs and the Safeguarding/Pastoral Team will discuss the overall patterns and themes for all aspects of Safeguarding within the school and suggest training, adaptations and changes where appropriate.

19. VISITORS

At John Scurr School we recognise that visitors to the school are closely checked to ensure safety to the school, its pupils and the staff are considered closely before allowing non staff members onto site.

If a member of staff has organised for a visitor to come to the school – this should be known to the DSL or the Head teacher and also to Tania Bashir. Where a Risk

assessment will take place (found in the H and S bundle). All professionals and contractors must show their ID and our digital signing in system also request DBS information. All ID is checked by the Office Team and visitors who have not been vetted appropriately remain with a named staff member at all times.

When external speakers are invited into school – a Risk assessment by the Head teacher, at least 4 weeks before the arranged visit must take place- this is to ensure that the appropriate checks have taken place in line with Safeguarding and Prevent protocols. This may include a search on the internet on the person’s company.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the [PACE Code C statutory guidance](#).

Responsibilities

- ☐ Vetting visitors- Tania Bashir/Maria Lewington
- ☐ Access for groups using the school facilities- Maria Lewington/Satnam Sokhal
- ☐ Safeguarding and Child Protection- Anna Southcott and Keeley Alborough
 - Curriculum Development – Keeley Albrough
 - Contractors – Tania Bashir and Ray Royner

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

All additional extended and off site activities exists to enrich pupil’s outcomes. When planning such activities all staff must adhere to the Evolve Risk Assessment procedures and ensure that the lead staff follow the School’s known safeguarding and Child protection procedures where there is direct management and supervision from the school.

Our educational visit lead is Joe Bentley. Joe also oversees the Evolve Risk assessment process.

Our arrangements for offsite activities (including residential and conferences) must be checked by the Head teacher at least 6 weeks before the event to ensure all safeguarding practices are in place.

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

21. IDENTIFYING ABUSE

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

The school is aware that children can be at risk of abuse, harm and exploitation outside of the family home. Such extra familial harms include sexual exploitation, criminal exploitation, serious youth violence, and abuse that occurs on digital and online platforms. All staff especially the DSL and 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.

22. INDICATORS OF ABUSE

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

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

Emotional - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment.

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

23. VOICE OF THE CHILD

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

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

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

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

At John Scurr School we ensure that the voice of the child is a thread within all our teaching through our involvement in the Oracy 21 hub – this ensures that our children are taught explicitly the structures of both formal and informal talk.

In addition to this we ensure all teachers have Level 1 training in Philosophy for Children and this ensures that the teachers have, within their toolkit strategies the ability to encourage reflective talk within their classrooms.

Our school values, which are upheld by all staff, ensure that the relationships that exists between the pupils and staff are an integral element to our learning and safety protocols. This is particularly evident within the support we provide for our pupils who are new to English and our SEN support.

This process also links closely to our training on Mental Health awareness.

Our regular training – both annual, termly and as part of our phase briefing regularly ensures that all DSLs can remind and update staff about the importance of open ended questions and keeping pupils safety at the heart of the disclosure process. We reflect together as teams following disclosures to constantly strive for safe and trusted relationships between the staff and the pupils.

In addition to this we regularly draw upon the expertise of the school's Educational Psychologist and School Counsellor in order to reflect on the quality of our response to disclosures. We also take advice for Early Help, CAMHS and our colleagues at the MASH helpline.

We also promote the voice of the child through our pupil Voice Committees.

In line with KCSIE 22 our pupils know how to report abuse or concerns through the outcomes of -

- ☒ our PSHE Curriculum and delivery
- ☒ our assemblies and posters around the school
- our anti bullying curriculum – including the visiting speakers linked to this.

- our regular DSL planning meetings with the professionals and teams working with vulnerable pupils.

24. SAFEGUARDING ISSUES

25. 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 report 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.

We teach pupils, at an age appropriate level, about CSE in our PHSE curriculum and within our RHE curriculum. (ref: NSPCC Pants programme)

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

26. 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

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

John Scurr Primary is alerted to the increase vulnerability of children under 10 years old being exploited because they are under the age of criminal responsibility- at John Scurr, this is also monitored closely through our link with the Community Police officers.

27. 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.

28. ONLINE HARMS

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

criminal exploitation; radicalisation; sexual predation/grooming; and forms of child-on-child abuse.

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

An effective approach to online safety empowers a school 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 that should form the framework for school's approach to Online Safety:

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

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

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

which provides early intervention where children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

John Scurr regularly reviews both the content and the apps accessed on the school site ensuring that the most appropriate filtering systems available via LFGL and Connectix (our IT systems SLA). Ensuring that pupils are not accessing inappropriate information.

Our robust system exists at both a school and service provider level through LGFL-

A **Global list** of filtered sites that are determined by Internet Watch Foundation – followed by a pan London layer – also in compliance with the Internet Foundation Watch and applied across the capital by Atomwide.

The **school layer** enables the school to request specific URLs can be blocked (or unblocked) or to add key words to proscribed lists (this is carried out with Connectix).

All staff report on when they are aware of a possible breach. The school regularly reviews the effectiveness of the filtering and monitoring systems with the Head teacher and DSLs in partnership with:

- Our computing lead - Sayed Miah (supported by Alomgir Rahman)
- Our Computing /IT SLA lead technician - Moeen Jamulla
- Our Compliance Lead – Steven Blyth

Our Online Remote Learning is safe for both staff and pupils, and all learning platforms that are recommended to be used are checked for appropriateness with the Phase Leaders and SLT. Online Remote platforms are regularly checked by all teachers and all staff report on when there are any safety concerns.

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children’s digital devices.

In line with our Online Safety Policy and our Acceptable Use Agreement for staff and pupil's; mobile phones **are not used in school within directed time** unless you are a named designated staff member. If staff use a mobile phone on premises outside of directed time, then the school Wi Fi should be used – as this includes the appropriate firewall and filtering systems.

If pupils need to bring a mobile phone to school for travel purposes, then this is stored in the main office during the school day. If professionals and external staff need to use a mobile phone when on site, then this is assessed by the Headteacher or the DSL in their absence.

We have an ongoing risk assessment of Online Safety and as with all aspects of pupil safeguarding this is reviewed regularly.

All 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 interactions as the two environments often intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

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

29. DOMESTIC ABUSE

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members and is not restricted to the family home. According to the definition the person perpetrating the abuse and the person to whom the abusive behaviour is directed towards must be aged 16 or over and be "personally connected". Domestic Abuse may involve a range of abusive behaviours, **which may be a single incident or a pattern of abuse**, including physical, **sexual**, emotional and economic abuse, and coercive and controlling behaviour.

Staff should be aware that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and **have a detrimental and long-term impact on their health, well-being, development, and ability to learn**. In some cases, a child may blame themselves for the abuse or may have had to leave the family home **because of the abuse**. Children can also experience domestic abuse within their own intimate relationships. This form of **child-on-child abuse** is sometimes referred to as ‘teenage relationship abuse’.

The school has signed up to the Metropolitan Police’s Operation Encompass project. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will notify the school’s Designated Safeguarding Lead before the child arrives at school the following day, so that the school can provide ‘silent support’ to the child.

30. SO-CALLED HONOUR-BASED ABUSE

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

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

Female Genital Mutilation

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

Some girls are at risk from FGM from Parents/carers who believe this will be in the best interest of the child. Vulnerable girls may well be coached that this will be a normal part of their upbringing. In line with the [HM Government Multi-Agency Statutory Guidance on FGM](#), Updated 30th July 2020] staff should be aware of the following signs that may indicate a girl is at risk of being taken –

- Disclosure for a girl saying she is going to have a ‘special operation’
- ☐ Planned withdrawal for the country where FGM is prevalent
- ☐ Withdrawal from sessions where FGM is discussed (in RHE lessons)

Staff should also be aware that a girl may have already suffered FGM

- ☐ Prolonged absence from school
- ☐ Increased bladder infections, urinary or menstrual /stomach problems
- ☐ Disclosure from a girl that she has been subjected to FGM.

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.

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

Forced Marriage

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

The pressure put on people to marry against their will can be physical, emotional or psychological – including shame and coercion. Financial abuse can also be a factor. In the UK it is recognised as a serious abuse of human rights.

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.

In line with the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines [The Right to Choose Updated June 2022](#)]- it is understood that it is unlikely that primary age pupils will be the victim of forced marriage, but they may disclose that older siblings or parents are at risk. All staff should report any concerns so that authorities can be made aware of the possibility of this form of abuse.

Virginity Testing and Hymenoplasty

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

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

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

31. 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).

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

- We hold an annual Prevent Safeguarding session with all staff – this takes place in the summer term with Eleanor Knight.
- We also complete the Prevent Risk Assessments and Checklist as part of the Prevent Duty.
- We work closely with parents and offer a parents online safety session as a bespoke 1:1 session (where needed) and also as a group offer.

Alongside the staff training opportunities, we identify relevant parts in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture – through PSHE curriculum and through the promotion of the fundamental British Values as part of SMCS (spiritual, moral, social and cultural education)

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

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

TOBY – please include 150-156 of our previous handbook here ...from Children at risk from Extremism and Radicalisation To the section on the intervention triangle.

Can you remove all of the dated amended comments after each sub title (where evident) – thanks and remove Jasmin’s contacts under staff training – Eleanor, new officer , is mentioned above.

32. CHILD-ON-CHILD ABUSE

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

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

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. **As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child’s human rights.** Abuse is abuse and will never be dismissed as ‘banter’ or ‘part of growing up’. The school adopts a Zero Tolerance Approach to child-on-child abuse.

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

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

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

- ❑ bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- ❑ physical abuse such as biting, hitting, kicking or hair pulling
- ❑ sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape

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

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

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

Minimising the risk of Peer on Peer Abuse-

In line with KCSIE 2022 Part 2 requirements we minimise the risk of child-on-child abuse through –

- ❓ Communication of how Peer Child on Child abuse is managed within the school (through the PSHE curriculum, assemblies and Behaviour Policy)
- Providing external early help where appropriate – including counselling for all parties

- Providing explicit curriculum links (including stories with strategies for support) and self-care strategies within the school day – ‘Stop it, I don’t like it’.
- Structures within school that ensure representation – ‘if we can’t see it, we can’t be it’
- Creation of Pupil Voice Committee reporting and parents and pupil questionnaires.

In line with KCSIE 2022 Part 2 requirements we record and track child-on-child abuse through -

- Having a named member of the SLT to oversee the steps in place
- Involving parents, Computing Lead, Family Support Worker and outside support (where appropriate)
- Recording each step on CPOMS.
- Reviewing strategies regularly for effect.
- Referring matters to Social Care or to the Police – where appropriate.

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

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

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

In response to reports of child-on-child abuse school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. **As part of the reassurance to children, it will be made clear to**

children that the law is in place to protect them from abuse rather than to criminalise them.

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

Staff should be aware of the importance of:

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

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of

kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

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

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

All Staff need to be aware of the following:

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

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

Sexual Harassment

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

Sexual Harassment may include the following:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- 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, co-ercion and threats

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

Harmful Sexual Behaviours

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

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

Record Keeping

In line with Keeping Children Safe in Education 2022 Part 5 – once Child on Child abuse has been disclosed and investigated the DSL or member of the SLT will ensure that facts are reported on CPOMS , a further Risk Assessment may then be written highlighting the Risks and the steps in place to mitigate against the risk . This RA will be communicated to both parties, if appropriate and to parents also.

There will be appropriate review and reflection times within the RA and included within the Assessment highlighted support for both the victims and the perpetrator by named internal staff members, or where appropriate – external support- when permission given.

Where appropriate the DSL may take the lead at any given stage and be responsible for referral to Social Care, Prevent or the Police – if appropriate.

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

Where any staff member becomes aware of possible Youth Produced Sexual Imagery in accordance with UKCIS's non-statutory guidance, [Sharing Nudes and Semi-Nudes/ Advice for Education Settings working with Children and Young People 2020](#) – refer to the DSL and report on CPOMS.

35. BULLYING (INCLUDING CYBERBULLYING)

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

All staff must adhere to the Anti Bullying policy when dealing with all aspects of Bullying at John Scurr School. In all incidences the disclosure must be recorded on CPOMS and a named member of the SLT will facilitate the next steps – including the strategies and their effectiveness. Where appropriate parents will be involved and must also be met with regularly.

We minimise Bullying within school by ensuring pupils are informed about what bullying is and what to do if it is happening. We communicate through assemblies, posters and through designated days and weeks within the school year.

We also teach pupils what to do if they are being bullied outside of their time at the school – eg - at Islamic study school, at secondary school

36. HOMELESSNESS

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked

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

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

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

37. CHILDREN AND THE COURT SYSTEM

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

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

Making child arrangements via the family courts following parental separation can be stressful and entrench conflict in families. This can be stressful for children too. Where appropriate parents can be signposted to the Department of Justice's [information toolkit](#) for families on making child arrangements which sets out each party's responsibility including the importance of putting the needs of the children first in the process.

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

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

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

39. PRIVATE FOSTERING

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

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

40. YOUNG CARERS

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

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

The support provided by a child can vary based on the condition of the person they are caring for, but typically young carers provide a combination of personal (such as helping to dress or bath them), practical (such as cooking, cleaning and shopping) and emotional care (such as talking through their concerns with them).

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring for can have a reassessment of their needs.

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

41. 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.

42. MODERN SLAVERY

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

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

The DSL will refer all potential child victims of modern slavery to the Local Authority via MASH.

43. 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, no later than the end of the day – **ideally before 3 30 but where a more serious disclosure is made, please contact a DSL immediately.**
- ❓ 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 of concern on CPOMS – ensure you note down what is said or noticed clearly and if other children are mentioned – please use initials. The DSL will contact you for the next steps and further clarification if necessary.
- ❓ seek support for yourself if you are distressed.

44. EARLY HELP

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

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

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

Early Help Strategy

As a school we utilise a wealth of Early Help strategies within our school to ensure vulnerable pupils/ families are well supported. The system is flexible and connects with the barriers as we see them.

A rigorous approach exists to both prevent and reduce further safeguarding concerns.

From a CPOMS disclosure or Outcome of Pupil Progress Meeting

Possible steps to ensure signposting, support and escalation –

- ☐ Child has an age appropriate discussion with SLT and/ or DSL
- ☐ Parents have meeting with DSL and teacher
- A longer parents conference– in line with the protocols of Achievement for all guidelines- with interpretation to draw upon concerns (sometimes with SLT present)
- Signposting to Children’s Centre or similar support.
- ☐ Attendance monitoring meeting including a meeting with FSW, AWA or SLT.
- Parent Gym Session with FSW – bespoke or a group session – including a visit to the Idea Store, Homeless person unit, ESOL classes, DV unit, parenting sessions.
- ☐ Referral to LBTH Parent Support groups
- ☐ Meeting with Achievement Advocate to discuss barriers and look at possible strategies to support barriers and safety.
- A Team around the Child – led by a DSL leading to a possible EaHA
- ☐ Meeting with Inclusion lead for possible counselling, Ed Psych referral, Learning Support Service report, CAMHS, Child Development Clinic, GP, play therapy or music therapy
- ☐ TAC with DSLs and multi-agency meeting
- ☐ Professionals meeting

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:

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.

45. HANDLING THE REPORTING OR SHARING OF CONCERNS

TOBY – please add pages 131 and 132 from the previous handbook here ' School Procedures'

When a child shares that they have been or are being abused including exploitation and neglect, they may feel ashamed, especially if the abuse is sexual, and may feel frightened lest their abuser finds out they have sought help and support from a professional. The child may have been threatened and may have lost all trust in adults; or they 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 children that what they are sharing is being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child 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
- refrain from asking leading questions
- tell the pupil what will happen next
- inform the DSL as soon as possible
- seek support from their line manager if they feel distressed.

- As a school we work closely with parents and understand our legal requirement to work with parents within our Safeguarding procedures however – the DSL will indicate clearly from the response given on CPOMs how parents will be communicated to and by whom- usually giving a timeline also.
- Where and when parents are not spoken to following a disclosure, this will be due to specific advice given by the MASH helpline and carried out according to the legal advice given by MASH.

46. CONFIDENTIALITY AND SHARING INFORMATION

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

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

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

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

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.

Where it has not been possible to gain parental consent and where further action could place the child at further risk it is noted that such a referral is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with the TH Safeguarding Children's Supplementary Guidance.

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.

47. 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

The DSL will contact CPAL/MASH in the first instance to seek advice and guidance. When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention Team to make a decision on the level of statutory response required in accordance **with the LBTH Thresholds Guidance**.

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

48. ESCALATION PROCEDURES

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

In accordance with the Tower Hamlets Threshold Guidance (Appendix D) the DSL will first make contact with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.

Appendix 1: MASH Poster

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

Appendix 3: MASH Interagency Referral Form

49. SAFER RECRUITMENT

Toby – please can you add a section on Safer Recruitment from the previous handbook – Page 163 of the previous handbook.