

# The Clara Grant Primary School Child Protection and Safeguarding Policy

Karen Symons

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# The Clara Grant Primary School

*Kind, Respectful, Safe*

## Child Protection and Safeguarding policy

### Aims

The Clara Grant Primary School aims to ensure that all children in our care thrive in a safe and caring environment. It is the responsibility of the Head as the Designated Safeguarding Lead (DSLs) and staff to protect the children from all forms of abuse and discrimination as far as is possible. Clara Grant is a Rights Respecting School and freedom from any form of abuse is a fundamental right of every member of our community.

### UN Convention on the Rights of The Child

#### Article 19: Protection from Abuse and Neglect

1. Article 19 states parties should take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect to negligent treatment, maltreatment or exploitation, including sexual abuse while in the care of parents, legal guardian or any other person who has the care of the child.
2. Such protective measure should as appropriate include effective procedures for the establishment of social programme to provide the necessary support for the child and those who have the care of the child, as well as other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of incidences of child maltreatment described heretofore, and as appropriate for judicial involvement.

This policy aims to ensure that all staff are informed about how to keep children safe, recognising the forms and signs of child abuse and other safeguarding issues, and the steps to take in recognition and prevention.

## **1. CORE SAFEGUARDING PRINCIPLES**

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

These 6 core principles are embedded within the school's safeguarding arrangements; it's safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at Clara Grant.

## **2. PURPOSE OF POLICY**

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

## **3. SAFEGUARDING LEGISLATION AND GUIDANCE**

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

- Section 175 of the Education Act 2002
- Section 157 of the Education Act
- The Education Regulations 2014
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018 (Updated December 2020)
- Keeping Children Safe in Education 2021

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

#### **4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE**

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

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

#### **5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP**

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. More information about the Tower Hamlets Safeguarding Children Partnership can be found on the website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

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

The school will engage with the borough's Designated Safeguarding Lead Forums, cooperate with the Rapid Review process and any Local Learning Reviews, participate

in the THSCP multi-agency safeguarding training offer, and co-operate with the borough's Section 175/157 School Safeguarding Audit cycle.

## 6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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

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

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 Local School Committee (LSC) and Trustees have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, and ensure that school's safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective.

In accordance with the statutory requirement, the named member of the LSC who takes leadership responsibility for safeguarding and Prevent at the school is **Mark Taylorson** and they are referred to as the Safeguarding LSC Link. The Safeguarding Trustees are– TBC

**Karen Symons** (Head teacher) is the Designated Safeguarding Lead (DSL) and **Rosetta Robinson** (Deputy Head teacher) is the Deputy DSL. The other three teaching staff members of the SLT –Anthony Leete (AHT SENDCO), Heilandi Jansen (AHT) and Liezel du Plooy (AHT)– are next in line should they be out of school.

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 public and parents are aware of the policy and the role the school plays in referrals of suspected abuse or neglect.
- the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, working with the Local School Committee regarding this.
- the DSL and DDSL are trained to carry out the role and attend regular updating sessions provided by the Tower Hamlets Safeguarding Team.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

As the **Designated Safeguarding Lead** in this school, the Head Teacher takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis:

### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

### **Working with others**

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the Deputy head teacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a

- referral by liaising with relevant agencies so that children's needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Deputy Head, Assistant head teachers and Phase leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school .

This includes:

- ensure that the lead knows the children who have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

The school operates safer recruitment practices in line with Keeping Children Safe in Education (**September 2021**). References are requested and obtained prior to the interview as far as possible. Identification and qualification checks are completed at interview and no successful candidate starts employment without completion of all pre-employment checks.

All volunteers in school are subject to enhanced DBS checks and barred list checks as well as reference checks

The following pre-employment checks must be carried out:

- Verify a candidate's identity
- Obtain an enhanced DBS including barred list information and separate barred list information if in a regulated activity
- Verify the candidate's mental and physical fitness
- Verify the candidate's right to work in the UK
- If candidate has lived or worked outside the UK make any further checks deemed appropriate
- Verify professional qualifications, including using the Teacher Services' system
- Ensure the candidate is not subject to a prohibition order
- Ensure the candidate is not subject to a section 128 direction made by the Secretary of State.

This information is kept on the school's **Single Central Register (SCR)**.

- See other related Policies/Documents:
- Staff Handbook
- Special Needs Offer
- Attendance Policy
- See also DfE Keeping Children Safe in Education September 2021
- Sexual Violence and sexual harassment between children in schools and colleges May 2018

## **Information sharing and managing the child protection files**

The designated safeguarding lead is responsible for ensuring that child protection files on CPOMS are kept up to date.

Information is kept confidential and stored securely. Concerns and referrals are in a separate child protection file for each child on the CPOMS system.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

The DSL should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSiE September 2021.

Where children leave the school (including in year transfers), the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

## **Staff Responsibilities**

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

All staff are expected to keep safeguarding values at the core of their daily conduct. The best interests of the child should determine their decision making, behaviour and any action taken. Please refer to Appendices in this policy and your staff handbook.

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

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

A Child who:

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

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

## **9. CHILDREN IN NEED OF A SOCIAL WORKER**

Children who have been allocated a social worker may have experienced abuse including neglect and belong to a family that has many complex circumstances.

Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged, and have a negative impact on their attendance, learning, behaviour and mental health.

When making decisions about safeguarding, carrying out risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services.

Senior staff will work with class teachers and the phase leader to ensure the children receive the appropriate academic and emotional support in class. The DSL and DDSL will work with the learning mentor to provide any support with mental wellbeing and emotional needs.

## **10. 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. 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.

If staff suspect a child has a mental health issue, discuss the concern with Karen Symons, the school Mental Health Lead, and a referral to our learning mentor, AHT for SEND and/ or our Educational Wellbeing Practitioner should be made. There will be a discussion to ascertain the best route forward and a plan put in place with the support of the parent/carer. Please use CPOMS to record your concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to the designated safeguarding lead or a deputy.

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

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

Staff need to have the skills, knowledge and understanding to safeguard Looked After Children in recognition of their heightened vulnerability. Appropriate staff will need to have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements

The DSL and Designated senior leader will work with the Virtual School Head and other relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children.

We have appointed a designated senior leader for each phase who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

## **12. 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.

### **One-to-One Situations**

Staff working in one-to-one situations with children and young people may be more vulnerable to allegations. Teachers and others must recognise this possibility and plan accordingly. Every attempt must be made to ensure the safety and security needs of both staff and pupils are met.

This means that adults must:-

- Avoid being alone with a pupil in a remote area of school
- Ensure there is visual access and/or an open door in one to one situations
- Inform other staff of the need to have them present or close by
- Always report any situation where a child becomes distressed to SLT

## **13. CHILDREN MISSING EDUCATION AND CHILDREN MISSING**

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, child criminal exploitation or mental health problems. Staff 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.

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.

## Missing Children

Children are only removed from the school register once the receiving school has notified us that they have been enrolled. Before any child is removed from the school register the school completes a 'Notification to the Local Authority' form and submits this to the Local Authority. School keeps a database of all pupils who are removed from the school register within the academic year.

If any child leaves the school without providing a forwarding address, the school makes relevant checks such as phoning all contact numbers and doing a home visit. If no further information is available, the school completes a Children Missing Education (CME) referral and submits it to the Children Missing Education Advisor from the Local Authority. For children who are taken abroad for holidays etc., exact locations, (full address and phone numbers) are taken, the Attendance and Welfare Service are informed and for any children for whom the school is not given a destination, they are reported to the AWS, who place them on a missing children's list

## Missing in school

We have an emergency procedure if a child is found to be missing during the school day. If you are concerned that a child has gone missing:

- Notify the school office and SLT. Office staff to be extra vigilant regarding the airlock.
- School office to send a Slack message to all staff to look out for the child and inform the office or HT if they see them
- Head teacher, Deputy Head teacher, 3 Assistant Head teachers, Office Manager and member of staff reporting the child as missing will be the search party ( If premises manager is on site he will also join the search and will check the outside grounds with the HT)
- The Head teacher will ascertain what happened and build up a picture of where the child may have gone whilst checking the gates, playground and dining hall.
- The 3 AHTs will search their phase areas including extra rooms, hall, outside area and toilets as appropriate.
- The Office Manager will search the downstairs toilets, Learning Zone and hall.
- DHT will search the roof and associated rooms and toilets
- All members of the search party will re-group after 5 minutes or if they have found the child phone the HT using their mobile phone to alert her

If the child is not found:

- The Head teacher will contact the parents, police and Trust, to take advice from there on and to manage the situation. In her absence this responsibility will fall to the Deputy Head teacher or to the AHTs if she is also off site.
- SOS form to be downloaded from Integris to support the police

- Investigation to be completed by SLT

## **School transfers**

When children leave the school, the Designated Safeguarding Lead and Learning Mentor will ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. It should be transferred separately from the main pupil file. In addition to the child protection file, the designated safeguarding lead and Learning Mentor should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

## **14. ELECTIVE HOME EDUCATION**

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

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

## **15. WHISTLEBLOWING**

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

Please read the school's Whistleblowing Policy, which all staff need to follow

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

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

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

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

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

**All staff must report all allegations, irrespective of the source, directly to the Head Teacher via CPOMS and verbally. If the subject of the allegation is the head teacher, then the allegation should be directly reported to the Chair of the Local School Committee.**

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 the LSC shall make contact with the LADO.

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

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

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

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

**Telephone:** 0207364 0677

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

## **17. STAFF TRAINING**

The Head teacher and DHT receive regular Safeguarding training. Members of the SLT have Safer Recruitment Training and other staff in school are reminded about their responsibilities and school practice at the start of each school year. Child Protection and safeguarding is part of the induction process for all staff and a summary is provided in the staff handbook and class safeguarding folder. School staff are reminded about their responsibilities with updates provided as necessary in the daily staff bulletin and in staff meetings.

The school uses The National College to train staff and ensure their understanding through their quiz and certificate system. A record is kept of the staff training received. Absent staff are able to catch up as they will have access to the training at a time when they are well/ attend school.

KCSIE 2021 part 1 is also available to read in the staffroom alongside key policies

### **Designated Safeguarding Lead for Schools and Education Settings Accreditation Guidance**

To receive or renew DSL accreditation it is required that a minimum of 2 days of safeguarding training is received every two years. For initial accreditation as the DSL in a school or education setting in Tower Hamlets it is required that the following courses offered by Tower Hamlets SCP are attended:

The bespoke 2 day safeguarding course for new Designated Safeguarding Leads and Deputy DSLs facilitated by Tower Hamlets Education Safeguarding Service (THESS)

When seeking to renew DSL accreditation, it is recommended that at least one of the courses in the following list be attended as part of the training requirement:

THESS DSL Renewal Safeguarding Training

Neglect Level one

Neglect Level two

Domestic Abuse Introduction

Domestic Abuse Advanced

Impact of the Toxic Trio on Families: Drug Misuse, Domestic Abuse and Mental Health

Impact of Parental Mental Health

Safeguarding Children from Exploitation

Details of these and other Tower Hamlets SCP courses can be accessed through

the Tower Hamlets SCP Website:  
<http://www.childrenandfamiliestrust.co.uk/the-lscb/training>

Whole School/Education Setting Certified INSET on Safeguarding and Certified attendance at the termly meetings of the Tower Hamlets DSLs for School and Education Settings Forum can also count towards meeting the 2 day safeguarding training requirement for re-accreditation.

## **18. VISITORS**

The school premises are let out only to third parties who work for or are affiliated to the London Borough of Tower Hamlets and are subject to the school's Lettings Policy.

Visitors are thoroughly vetted including the content of their presentation and the organisation they are from. No visitor is left alone with children. Regular visitors to school hold current DBS's and form part of the school's central single register.

The staff with day to day operational responsibility for checking the legitimacy of visitors and employees of external organisations to the school are Susan Brian, Chris Coyle and Mary Komur. The overall responsibility for this lies with Karen Symons the Head teacher.

All Clara Grant School agency staff are vetted and enhanced police checks (currently called DBS's) are made for all staff by their agencies. Agencies are asked to send vetting details over to our school admin to ensure supply staff are checked.

## **19. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS**

Extended and off-site activities are subject to a risk assessment so that the school's Child Protection Policy and safeguarding procedures apply where there is direct management and supervision from the school.

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.

## **20. IDENTIFYING ABUSE**

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

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

## 21. INDICATORS OF ABUSE

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

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

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

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

The following list, although not exhaustive, highlights indicators of abuse. It is important to note that a child could be displaying some of these signs or behaving in some way which is giving cause for concern. This need not mean that the child is being abused.

Injuries to the child that are not consistent with the normal recreational habits of children, either in body position or type.

Inconsistent or unreasonable explanation of an injury by a child, parent or carer.

Inconsistent or inappropriate behaviour such as sexually suggestive remarks or actions, mood swings, uncharacteristically quiet/aggressive, severe tantrums.

Being isolated socially.

Overeating/loss of appetite, weight loss/gain.

Inappropriately dressed or ill-kept and/or dirty.

Self-inflicting injury.

Open distrust of, or discomfort with, parent, carer or other known adult.

Delayed social development, poor language and speech.

Excessively nervous behaviour such as rocking or hair twisting.

Exceptionally low self-esteem.

**General indicators of abuse, though often typical of sexual abuse:**

Recurring abdominal pain.

Reluctance to go home.

Flinching when approached or touched.

Recurring headaches.

Comprehensive information on the signs and symptoms of abuse can be found at:

Tower Hamlets SCB Website:

<http://www.childrenandfamiliestrust.co.uk/the-lscb/>

and

London Child Protection Committee Website:

<http://www.londoncp.co.uk/index.html>

The school is aware of the borough's [LBTH Neglect Guidance toolkit](#) and all staff should understand their important frontline role in identifying children who may be suffering from Neglect and how important keeping a record of incidents on CPOMS is in terms of effective monitoring.

## **22. VOICE OF THE CHILD**

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

This is underpinned by our whole school work on the UN Convention of the Rights of the Child.

Our children may share their concerns in a variety of ways; individually, within a group setting, in their school work eg circle time sessions/ worry box/ SMART school Council (this list is not exhaustive).

NSPCC assemblies – Speak out stay safe and Pants campaign – Childline number learned and displayed

All staff have a responsibility to report safeguarding concerns immediately to the DSL or a Deputy DSL.

This can be done via the School's CPOMS system. Any verbal report must be logged by the member of staff reporting immediately after verbally reporting a concern.

## **23. SAFEGUARDING ISSUES**

## **24. CHILD SEXUAL EXPLOITATION**

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

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

knowledge (e.g. through others copying videos or images they have created and posted on social media).

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

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

- 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.

Please refer to the Relationships and Health Policy and PSHE Policy

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

## **25. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES**

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

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

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

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

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

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

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

Children can be targeted and recruited into county lines in a number of locations including schools (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

***Primary schools should be alert to the increased vulnerability of children under 10 years old being exploited because they are under the age of criminal responsibility.***

## **26. SERIOUS YOUTH VIOLENCE**

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

## **27. ONLINE HARMS**

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

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

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

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

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, 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](http://cyberchoices.uk)). It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

LGFL is the school's filtering and monitoring system

Chrome books with sonos software is in place to ensure Online Remote Learning is safe for both staff and pupils, as and when it is done

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement.

Please refer to the school's Safer Code of conduct, Online Safety Policy and Acceptable Use Agreement for staff and pupils.

Connetix provides the school with ongoing risk assessment and reviewing of Online Safety at the school and remote learning.

Children are discouraged from bringing personal electronic devices to school. If brought to the school, they will be stored in the school office until the end of the school day. Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff will not take pictures or recordings of pupils on their personal phones or cameras. Staff will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

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

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

## **28. DOMESTIC ABUSE**

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

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

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

## 29. SO-CALLED HONOUR-BASED ABUSE

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

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

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

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

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

notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

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

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

<https://www.gov.uk/guidance/forced-marriage>

### **30. RADICALISATION AND EXTREMISM**

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

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).
- We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to

understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

<https://www.gov.uk/government/publications/prevent-duty-guidance>

The school may implement a number of strategies to support individuals, such as:

- Increased adult support, supervision and encouragement
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support
- 1 to 1 or group counselling
- Parenting programmes with a Preventing Violent Extremism element
- Links with relevant voluntary or religious organisations
- Advice on cyber safety (for pupils and parents)

And referrals (usually through SIP) for:

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support
- Specialised theological / educational programmes
- Intensive Family Support Programmes

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

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

## **31. PEER ON PEER ABUSE**

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

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

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

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

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

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

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

As a school we provide:

- a developmentally appropriate PSHE, Rights Respecting and British Values curriculum which develops pupils’ understanding of acceptable behaviour and keeping themselves safe;

- an e–safety programme, which develops pupils’ knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking;
- monitoring and filtering systems to ensure pupils are safe and act appropriately when using information technology in school and at home when using school devices or platforms;
- input so that any pupil will know how to raise concerns with staff, knowing that they will be listened to, believed and valued;
- Kind, respectful and safe taught over time and reinforced

Allegations of peer on peer abuse will be recorded, investigated and dealt with by SLT via alerts received through the CPOMS alert system.

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

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

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

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

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

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

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

Sexual Harassment may include the following:

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

What response and actions will school take when reports of peer on peer sexual violence and sexual harassment are brought to the attention of the DSL?

### **Immediate Response**

We will take all reports seriously and will reassure the victim that they will be supported and kept safe.

All staff will be trained to manage a report.

Staff will not promise confidentiality as the concern will need to be shared further (for example, with the designated safeguarding lead or social care) staff will however only share the report with those people who are necessary to progress it.

A written report will be made as soon after the interview as possible recording the facts as presented by the child. These may be used as part of a statutory assessment if the case is escalated later.

Where the report includes an online element, the school will follow advice on searching, screening and confiscation. The staff will not view or forward images unless unavoidable and only if another member of staff (preferably the DSL) is present.

The DSL will be informed as soon as possible

## **Risk Assessment**

When there has been a report of sexual violence, the designated safeguarding lead will make an immediate risk and needs' assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs' assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator;
- All the other children at the school or college, especially any actions that are appropriate to protect them;

Risk assessments will be recorded on CPOMS and be kept under review. The designated safeguarding lead (or a deputy) will ensure they are engaging with MASH.

## **Ongoing Response**

The school encourages positive and safe use of the internet by children through our Computing provision and Safer Internet Day. As well as having strategies for dealing with incidents, we strive to foster healthy and respectful relationships between boys and girls including through Relationship, Health and Sex Education and PSHE. Clara Grant is a Rights Respecting School and has a clear set of values which are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system.

## **Support for Victim and Perpetrator**

Both the victim and perpetrator will have access to support through the school's pastoral systems. This includes working with the DLS and Deputy DSL, being referred to the Learning Mentor, Educational Wellbeing Practitioner and possible external agencies.. Parents will be involved and supported throughout the process.

## **33. Youth Produced Sexual Imagery**

Youth Produced Sexual Imagery is one of the terms professionals use to describe the sending or posting of nude or semi-nude images, videos or live streams by children and young people under the age of 18 online. The term 'nudes' is used by young people and covers all types of image sharing incidents. Alternative terms used by children include 'dick pics' or 'pics'.

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

Incidents may also occur where:

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

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

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

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

Whether there is an immediate risk to pupil(s)

If a referral needs to be made to the police and/or children's social care

What further information is required to decide on the best response

Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)

Whether immediate action should be taken to delete or remove images from devices or online services

Any relevant facts about the pupils involved which would influence risk assessment

If there is a need to contact another school, college, setting or individual

When to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

The incident involves an adult

There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns owing to special educational needs

What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

The imagery involves sexual acts and any pupil in the imagery is under 13

The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with other members of SLT and inclusion staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review. They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### Referring to the police

If it is necessary to refer an incident to the police, this will be done, dialing 101.

#### Recording incidents

All incidents and the decisions made in responding to them will be recorded using CPOMS.

### **34. BULLYING (INCLUDING CYBERBULLYING)**

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported via an entry on CPOMS and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy. Senior Leaders for their phase will follow up and decide if outside agencies will be involved in supporting both the victim and the perpetrator.

### **35. HOMELESSNESS**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should make the parent liaison lead (Rushnara Khan) aware so that she can work with the family regarding referral routes into the Local Housing Authority. CPOMS should be used and a verbal report so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

## **36. CHILDREN AND THE COURT SYSTEM**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children 5-11-year olds on the Government website. (<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>)

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool (<https://helpwithchildarrangements.service.justice.gov.uk/>)

with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

## **37. CHILDREN WITH FAMILY MEMBERS IN PRISON**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. The school will work with the family to support them and the child/ren with meeting their needs alongside other agencies.

## **38. PRIVATE FOSTERING**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

The school will notify the local authority via LBTH MASH to allow the local authority to check the arrangement is suitable and safe for the child.

## 39. YOUNG CARERS

A Young Carer is a person aged 18 or under who cares, unpaid, for a friend or family member suffering from any of the following:

A long-term illness/condition

a physical or learning disability

a drug or alcohol problem

a mental health condition.

The support provided by a young carer varies but typically it involves a combination of personal (such as helping to dress or bathe 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 seek information and support from the LBTH Young Carers Program when identifying young carers and refer accordingly:  
[Young.Carers@towerhamlets.gov.uk](mailto:Young.Carers@towerhamlets.gov.uk)

### **Young Carers are:**

- Often late, or absent from school with little explanation
- Maybe falling behind on school work, handing in homework late or incomplete
- Often, tired, anxious, withdrawn or worried.
- Isolated from peers, struggles to attend extra-curricular activities and trips.
- Secretive about home life
- Showing signs of poor hygiene or diet
- Displaying disruptive behaviour.
- Talks openly about family health issues
- Becomes uncomfortable when addressing various health topics.

### **Be aware of a young person's family member who...**

- Experiences illness, disability, mental ill health or has a history of substance misuse.
- Often misses appointments with school/other professionals
- Is difficult to engage with or contact

## 40. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

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

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

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

## 41. MODERN SLAVERY

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

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

## 42. TAKING SAFEGUARDING ACTION

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

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, no later than the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of the incident/ concern using CPOMS
- seek support for yourself if you are distressed.

## **43. EARLY HELP**

All staff are trained and prepared to identify children who may benefit from early interventions. Early Help 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.

Initially we use our internal inclusion support team – Parent Liaison Lead, Learning Mentor, Attendance and Welfare officer, SEND Lead and Mental Health Lead/DSL to assess and plan next steps. Support may be provided internally. If further help is required from other agencies we would use the Early Help Assessment to refer where necessary. This is to be followed up by using for example EHA Reviews and Team Around the Child/Family meetings when there is a multi-agency approach, and then a referral to Children's Social Care made when and if the threshold has been met

The Inclusion team will contact the LBTH Early Help Hub for support and advice if required:

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

Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via <https://bit.ly/2AA2WNy>

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

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

**Child Protection Advice Line**  
020 7364 3444

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

#### **44. HANDLING DISCLOSURES**

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

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

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. Only Children's Social Care (Social Services), the NSPCC and the Police can carry out Child Protection Investigations. Staff working in schools and education settings should not attempt to investigate a child protection matter as it may compromise any possible legal proceedings. There is a need only to establish sufficient details and information for a decision to be made about making a referral.

It is vital that any concerns are reported as soon as possible and that unnecessary delay is avoided. In order for the investigative agencies to carry out their statutory duties they will need to access records and collate information. They will have to contact parents/carers and may need to arrange a medical examination. When Child Protection referrals are made late in the day this may delay appropriate action until the following morning, which may be potentially serious. Staff members working in schools/settings have no powers to retain a child or to refuse to release a child to the parent/carer at the end of the School day.

During their conversations with the pupils, staff will:

- allow the child to speak freely
- remain calm and reassure them
- allow silences
- do not ask leading questions
- tell the pupil what will happen next - that you will talk to Karen and Rosetta regarding what has been said as it is their job to keep them safe and happy
- inform the DSL as soon as possible verbally and via CPOMS

- seek support if they feel distressed.

The school will notify parents of the referral to Children's Social Care unless advised not to by the protection line or if by doing so it may put the child or family at further risk.

If the concern is a child protection one the Children's Social Care/MASH team will be contacted 020 7364 3444 and if it is a concern which falls under the Prevent agenda make a referral to the MASH team

Where there are concerns relating to the involvement of members of staff in allegations or incidents of a child protection nature, the Designated Safeguarding Lead must ensure that the Head teacher/Manager is informed and that procedures are followed. In the case of an allegation against or incident involving the Head teacher, contact should be made with the Designated Local School Committee Member, **Mark Taylorson**, or the LADO, **Melanie Benzie**.

## **45. CONFIDENTIALITY AND SHARING INFORMATION**

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

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

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.

School will notify parents of the referral to Children's Social Care unless advised not to by the protection line or if by doing so it may put the child or family at further risk.

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

## **46. REFERRING TO CHILDREN'S SOCIAL CARE**

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

### **LBTH Multi-Agency Safeguarding Hub:**

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

### **Child Protection Advice Line:**

020 7364 3444

When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention Team to make a decision on the level of statutory response required.

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

## **47. ESCALATION PROCEDURES**

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

In accordance with the Tower Hamlets Threshold Guidance Appendix D the DSL will first make contact with the team manager followed by the service manager

followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.

## 48. Safer Recruitment

The school operates safer recruitment practices in line with Keeping Children Safe in Education (**September 2021**). References are requested and obtained prior to the interview as far as possible. Identification and qualification checks are completed at interview and no successful candidate starts employment without completion of all pre-employment checks.

All volunteers in school are subject to enhanced DBS checks and barred list checks as well as reference checks

The following pre-employment checks must be carried out:

- Verify a candidate's identity
- Obtain an enhanced DBS including barred list information and separate barred list information if in a regulated activity
- Verify the candidate's mental and physical fitness
- Verify the candidate's right to work in the UK
- If candidate has lived or worked outside the UK make any further checks deemed appropriate
- Verify professional qualifications, including using the Teacher Services' system
- Ensure the candidate is not subject to a prohibition order
- Ensure the candidate is not subject to a section 128 direction made by the Secretary of State.

This information is kept on the school's **Single Central Register (SCR)**.

See other related Policies/Documents:

- Staff Handbook
- Special Needs Offer
- Attendance Policy
- See also DfE Keeping Children Safe in Education September 2021
- Sexual Violence and sexual harassment between children in schools and colleges May 2018

Appendix 1: Universal Early Prevent Referral Route

Appendix 2: School and Tower Hamlets Referral Route

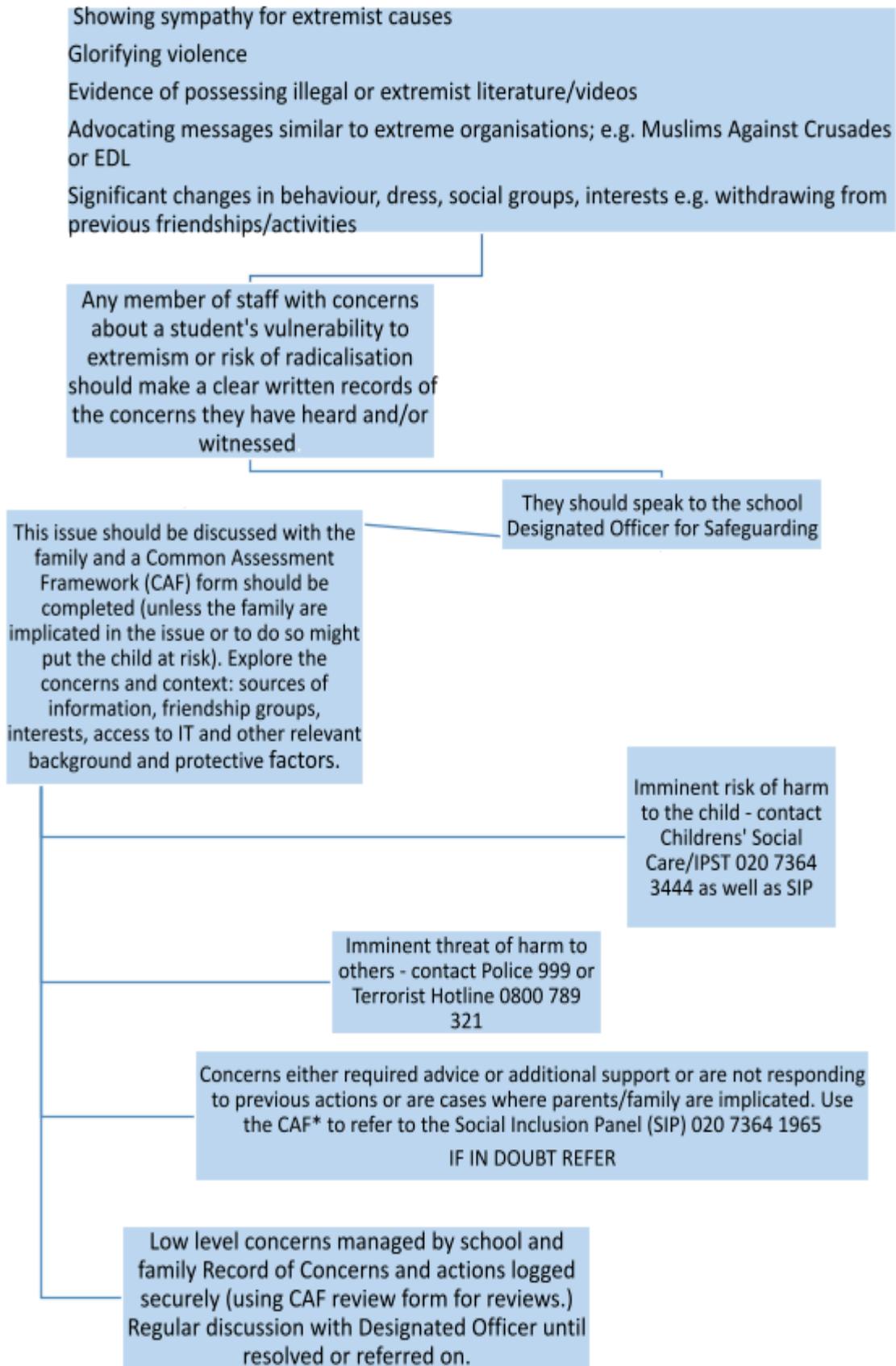
Appendix 3: Early Help Referral Route

Appendix 4: THSCP Managing Allegations Flowchart

## Appendix 1

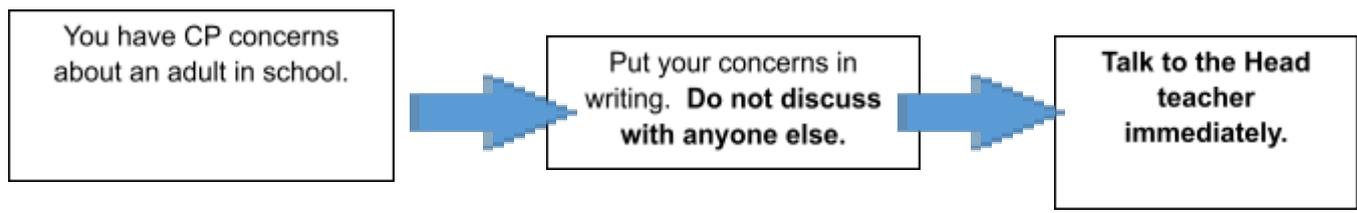
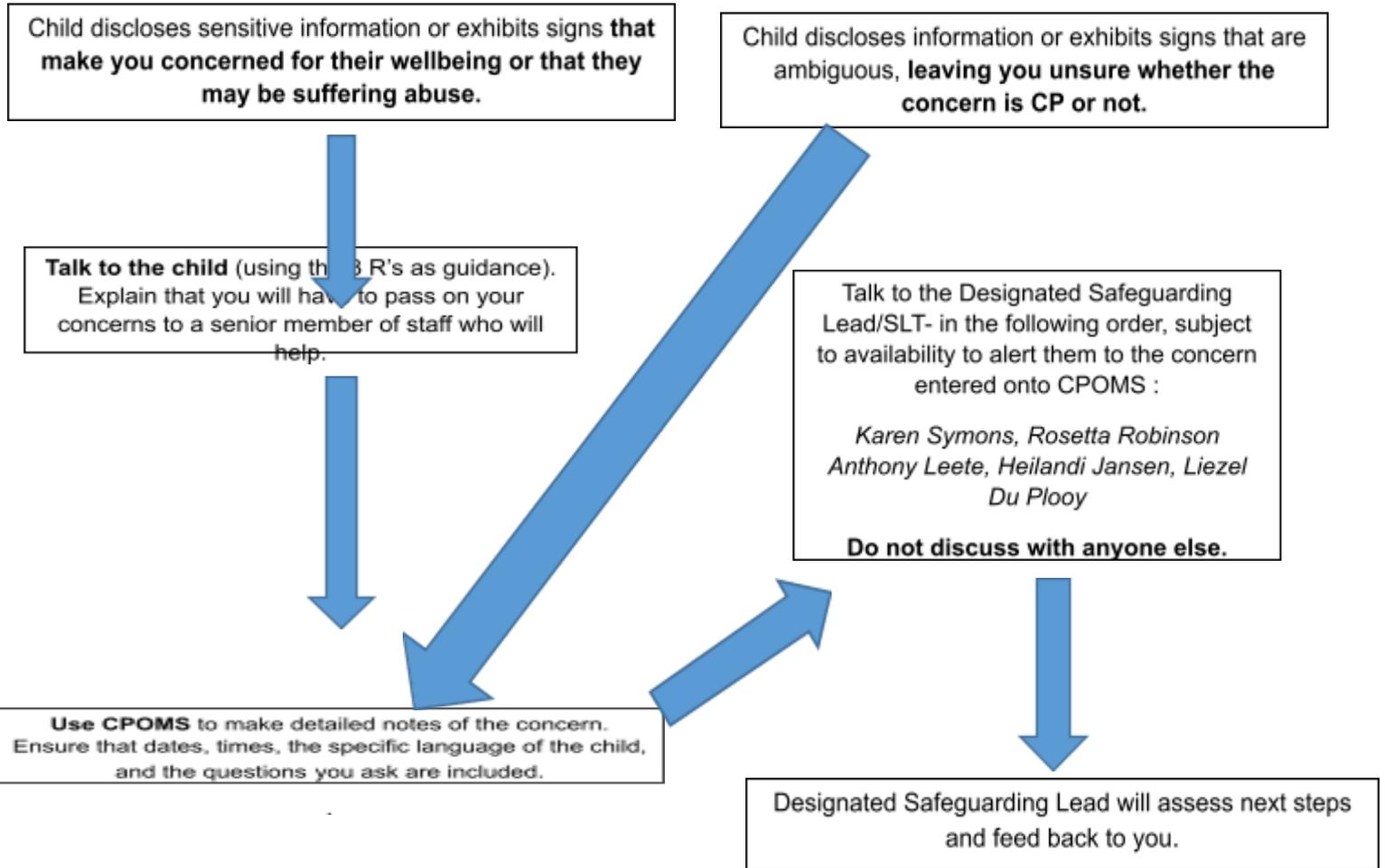
### UNIVERSAL EARLY PREVENT INTERVENTIONS

#### Referral route for safeguarding concerns related to Radicalisation or Extremism

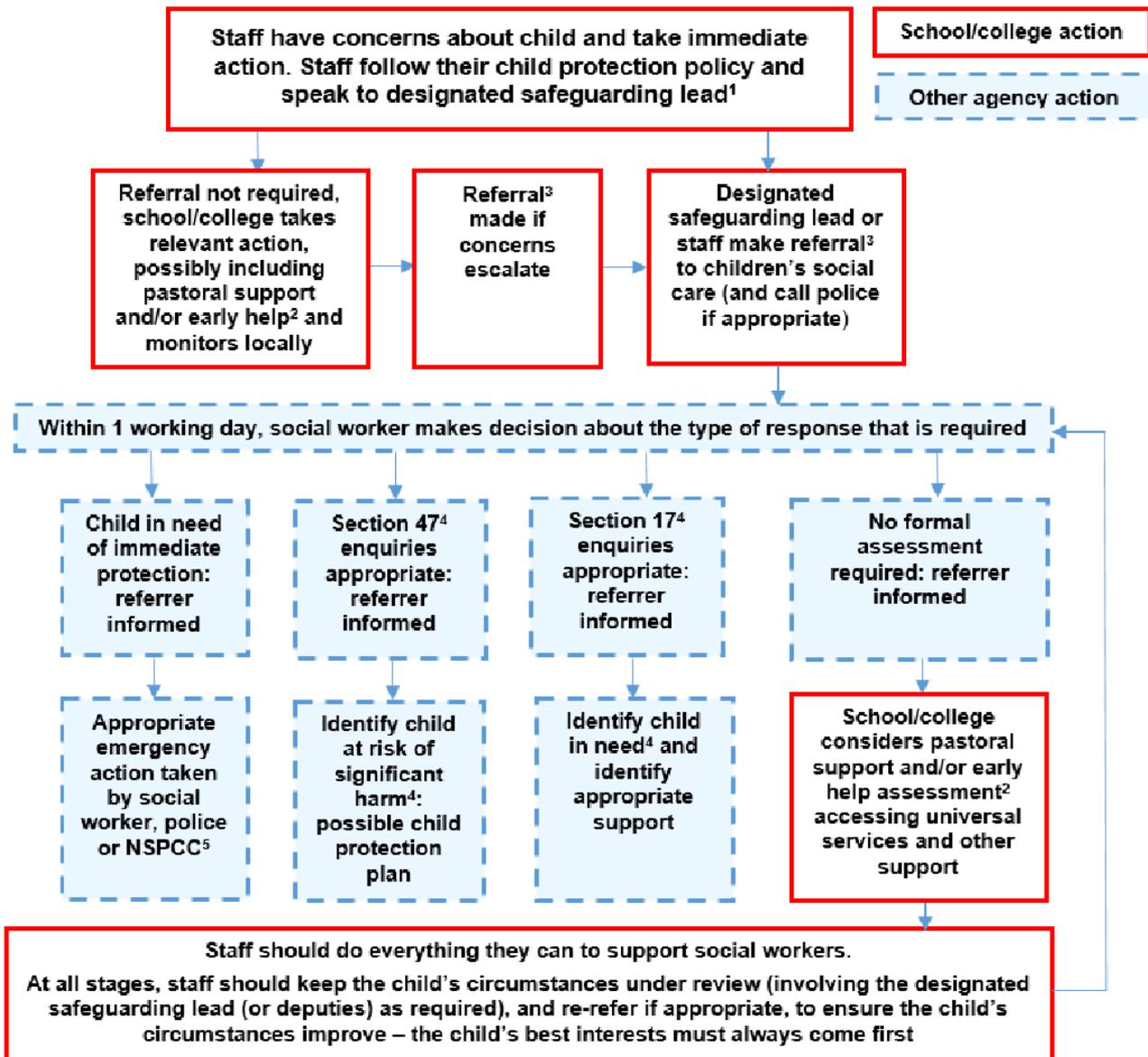


## Appendix 2

**Clara Grant Primary School  
Child Protection Procedure  
All school staff**



## Tower Hamlets CSC Referral Route



## **THE CHILD PROTECTION ADVICE LINE/MASH – 020 7364 3444 / 5601 / 5606**

The Child Protection Advice Line is a service provided as part of Tower Hamlets Children's Services Multi-Agency Safeguarding Hub (MASH).

This service is available to schools and education settings, education support staff, parents/carers and pupils, other agencies and professionals and to voluntary and community organisations in Tower Hamlets. If there is a concern about the welfare of a child or young person and the Designated Safeguarding Lead, parent or pupil would like to talk it through then they can contact the Child Protection Advice Line/MASH and speak to the Duty Officer. The Duty Officer will be able to discuss the concern, assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of a formal child protection referral in accordance with Tower Hamlets Safeguarding Children Board Procedures and to offer advice.

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

In the case of more general/ongoing concerns about the wellbeing of a child and/or family then an assessment on the EHA Form should be completed to give as detailed a picture of the situation as possible. The completed assessment can then be sent to the MASH for advice and consideration for other support

**The Local Authority Designated Officer for Allegations (LADO)** provides advice and guidance to Head teachers/Managers, Governing Bodies and the LA in relation to allegations involving professionals and other carers working with children. The LADO coordinates the progress of such cases and is responsible for liaising with the other agencies. School/settings should always contact the LADO in the first instance to discuss any allegation or concern of a child protection nature relating to a member of staff. The LADO will inform the school when to involve their HR Provider. In the event that the LADO is not available then the Child Protection Advice Line/MASH should be contacted.

This includes transferrable risks where a member of staff has behaved in a way which may impact on their suitability to work with children outside of school

Emails must not just be sent to report/log concerns about children and/or families without contacting the Child Protection Advice Line/MASH or LADO first. This is contrary to statutory guidance and serves to clog up systems whilst such emails are worked through to try to establish why they are being sent. There is also the risk that information may get lost.

The Child Protection Advice Line operates between 9.00am and 5.00pm except at weekends and on public holidays. If the concern arises outside of the hours operated by the Advice Line and it is believed the child may be at immediate risk then the Children's Social Care Emergency

Out of Hours Team (020 7364 5006 – choose Option 3) or the Police should be contacted without delay.

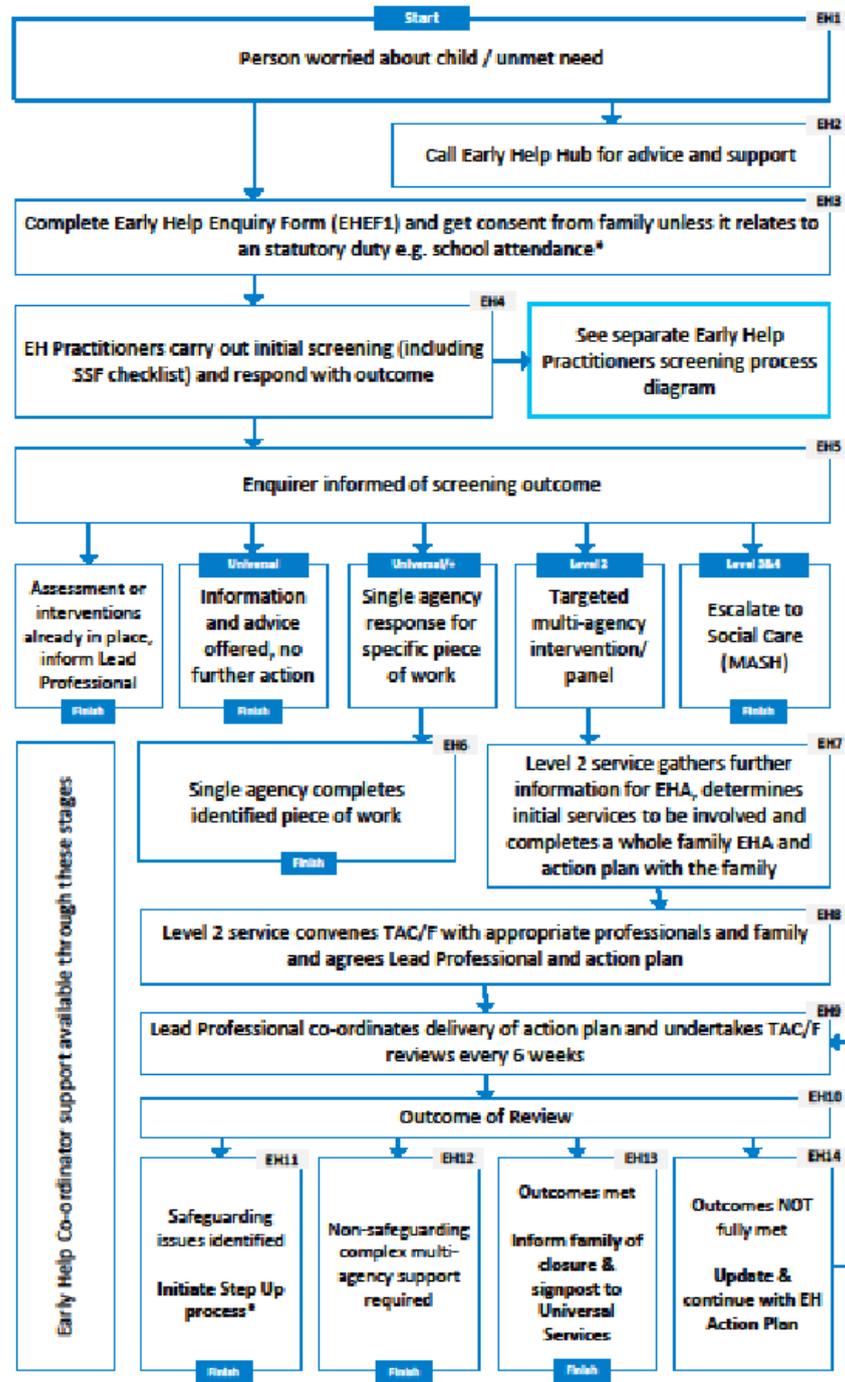
## **RECORDING OF INFORMATION RELATED TO CONCERNS ABOUT A CHILD’S WELLBEING AND USE OF THE TOWER HAMLETS EARLY HELP ASSESSMENT (EHA) FORM**

As stated above the Designated Safeguarding Lead carries responsibility for maintaining the records of which children within the school/setting are subject to a Child Protection Plan and of concerns that have arisen about the wellbeing of children at the school/setting. This information is confidential and should only be shared on a strict need to know basis. These records should be safeguarded in a secure place away from the children’s academic records.

The Tower Hamlets Early Help Assessment (EHA) Form should be used for the purpose of recording information on concerns about the wellbeing of a child. This offers the benefit of the EHA Form being already in process if a decision is subsequently reached that an assessment on the child should be completed on the EHA Form.

It is vital that any concerns are reported as soon as possible and that unnecessary delay is avoided. If at any time, there is concern that a child has suffered from serious harm or is at risk of immediate serious harm to a child then this must be reported immediately – **anybody can make a referral under such circumstances.**

# Early Help Pathway in Tower Hamlets



\* There is a separate process for MASH

**Guidance Note**

The Early Help pathway process series as good practice and should be used as a guide as it represents the process for the vast majority of the cases.

**CONTACT NUMBER FOR EARLY HELP ENQUIRES : 020 7364 5006**

**Appendix 4**