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# Sir William Burrough School

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## Child Protection and Safeguarding Policy

### Introduction

This policy has been developed to ensure that all adults in Sir William Burrough School are working together to safeguard and promote the welfare of children and young people. It describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. The policy identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views.

All opinions or behaviours which are contrary to the values and the ethos of the school will be vigorously challenged.

For the safeguarding procedures to work, it relies on the commitment and expertise of every adult within school to be able to recognise or report concerns. Therefore, we aim to have a school where:

- There is a belief that ‘it could happen here’.
- There are clear procedures for reporting concerns.
- There is a commitment to take action in relation to concerns raised.
- There is a set of standards for professional conduct.
- Child protection is part of induction training.
- There is an ongoing culture of vigilance.

The school aims to develop an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and listen.

### Tower Hamlets Child Protection Procedures

Sir William Burrough School follows the procedures outlined by the *Tower Hamlets Local Safeguarding Children Board – a guide to procedure and practice for all professional staff in Tower Hamlets who work with children*.

This policy is to be read in conjunction with:

- London Child Protection Procedures (5<sup>th</sup> Edition, 2013): <http://www.londoncp.co.uk/>; and
- *Tower Hamlets Local Safeguarding Children Board: Child Protection Procedures for Staff Working in Children’s, School and Family Settings* (September 2017); and
- *Tower Hamlets Local Safeguarding Children Board: Procedures for Managing Allegations of Abuse against Staff working in Children’s, School and Family* (April 2018).
- Tower Hamlets SCB Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCB LADO Procedures and Flowchart re Allegations made against staff working in the children’s workforce - Information about reporting and managing allegations
- Tower Hamlets SCB Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2018
- Staff code of conduct
- School health and safety policy
- School behavior policy
- School e-safety policy
- Staff complaints policy
- School safer recruitment policy

This policy is available and accessible to staff, parents and visitors on the school website, the school shared drive and the staff room. Every visitor is issued with a summary booklet as they arrive in the school, and all staff receive it in their induction pack.

Safeguarding policies will be reviewed in line with the policy schedule (annually for child protection and safeguarding) unless there is an incident, change in legislation or guidance calls for review.

### School Staff

Teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children.

We recognise the important role the school has in the early recognition of the signs and symptoms of abuse and neglect. We ensure that we make effective and fair use of all the appropriate referral process.

We are committed to the safeguarding practices of this policy at Sir William Burrough School.

### Ethos of the School

The school aims to develop an atmosphere in which children feel secure, in which their viewpoints are valued, and in which they are encouraged to talk and listen.

This policy applies to all staff, volunteers and governors and has been written in accordance with *Keeping Children Safe in Education 2022* and *Tower Hamlets Safeguarding Children Partnership supplementary guidance (THSCP)*, and is reviewed annually.

### 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 in 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 DSL will ensure that all pupils and staff involved in child protection issues will receive appropriate support.

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

### Purpose of Policy

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

### Safeguarding Legislation and Guidance

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

- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children, Dec 2018
- Keeping Children Safe in Education 2022
- COVID-19: Safeguarding in Schools, Colleges and Other Providers
- What to do if you're worried a child is being abused 2015
- UKIS Sharing Nudes ns Semi-Nudes: advice for Education Settings working with Children and Young People (Dec 2020)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges: advice to Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)

### THSCP 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

### Tower Hamlets Safeguarding Children Partnership

The Children's 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 key statutory safeguarding partners are: the Local Authority, the Clinical Commissioning Group, and the Police. They 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-lsccb/>

All staff have been made aware of these statutory local arrangements, especially the Governing body, senior leadership team, and the DSL. As a named relevant agency, the school is under a statutory duty to cooperate with the above THSCP arrangements.

The school will engage with the borough's Designated Safeguarding Leads forums, co-operate with the Rapid Review process, and any Local Learning Reviews, participate in the THSCP safeguarding training offer, and co-operate with the borough's section 175/157 School Safeguarding Audit cycle.

## 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.

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

'Child' includes everyone under the age of 18.

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

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

## Roles and Responsibilities

- The Governing Body have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body, it must have regard to all relevant statutory guidance issued, including *Keeping Children Safe in Education, 2022*, and ensure that the school's current safeguarding policies and procedures are compliant with legislation and statutory guidance, reflect local safeguarding arrangement, and are effective. In accordance with statutory requirement, the named Governor who takes leadership responsibility for safeguarding at Sir William Burrough is Martin Skelton, and he is referred to as the Safeguarding Link Governor.
- The Headteacher is responsible for ensuring that the school's Child Protection and Safeguarding policies are communicated to all staff, and followed by all staff.
- The Designated Safeguarding Lead takes the lead ultimate responsibility for safeguarding arrangements within the school on a day to day basis, and for liaising with all appropriate safeguarding agencies.

Role	Post Holder	Contact Details
Headteacher: Designated Safeguarding Lead	Avril Newman	020-7987-2147 or admin@sirwilliamburrough.towerhamlets.sch.uk
Deputy Headteacher: Deputy Designated Safeguarding Lead	Anthony Wilson	020-7987-2147 or admin@sirwilliamburrough.towerhamlets.sch.uk
Safeguarding Link Governor	Martin Skelton	020-7987-2147 or admin@sirwilliamburrough.towerhamlets.sch.uk
PREVENT LEAD	Avril Newman	020-7987-2147 or admin@sirwilliamburrough.towerhamlets.sch.uk
Lead for Looked After Children, Previously Looked After Children, and Care Leavers	Avril Newman	020-7987-2147 or admin@sirwilliamburrough.towerhamlets.sch.uk
SENCO and Mental Health Lead	Helen Green	020-7987-2147 or admin@sirwilliamburrough.towerhamlets.sch.uk

The role of the DSL includes:

- ensuring all staff read and understand the school's safeguarding policies and that procedures are followed by all staff
- advising and supporting staff as they carry out their safeguarding duty
- encouraging a whole school approach to safeguarding, which is when paramountcy of the welfare of the child underpins all systems, policies, procedures, and decision making
- promoting a culture of listening to the voice of the child and ensuring that there are formal and informal opportunities for that voice to be heard
- ensuring timely and accurate referrals are made to children's social care, the police, or other agencies
- participating in strategy discussions and inter-agency meetings
- liaising with the case manager and the Local Authority Designated Officer (LADO) where allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child's new school and proactively contacting the new school in advance to help ensure a successful transition
- undergoing the required 2 day refresher training every 2 years as a minimum and receiving regular updates to maintain the knowledge and skills to carry out the role, including Prevent awareness training.

The Deputy DSL is trained to the same level as the DSL and supports the DSL with safeguarding matters.

If a designated safeguarding lead is not available, staff should first check with the School Administrative Officer, Sarah Sargeant who will make arrangements for contact. If this were ever not possible, staff should contact the MASH team on: 0207 364 3444.

All staff are expected to keep safeguarding values at the centre of their conduct. They have a paramount responsibility to provide a safe environment in which children can learn. The best interests of the child should determine their behaviour and action. They 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.

As an organisation working with children and young people, Sir William Burrough has a responsibility to act if abuse comes to light, to protect children from the possibility of being abused within school, and to respond to disclosures of abuse outside school. For the purposes of this policy a child or young person is anyone under the age of 18 years of age (Appendix B: Categories and Signs of abuse)..

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. All staff understand the Sexual Offences Act 2003 makes it an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence.

### **Children who may be potentially more at risk of harm**

It is recognised that all children are vulnerable but that some children may be more vulnerable than others to risks of harm. This may include a child who:

- is disabled, or has certain health conditions, and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- Has a Mental Health need
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home;
- is at risk of so-called honour-based abuse, such as Female Genital Mutilation or Forced Marriage;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- 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. Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

### **Children in need of a Social Worker**

Children may need a social worker due to safeguarding or welfare needs. Children who have been allocated a social worker may have experienced abuse, neglect and belong to a family that has many complex circumstances. The school recognises that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. When making decisions about safeguarding, analysing risks 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 support alongside that provided by statutory services.

### **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 recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the Covid pandemic may have had an adverse affect on the mental health of some children. Only appropriately trained professionals should attempt to

make a diagnosis of a mental health problem. Mental health concerns should be reported to our SENDCO/Mental Health Lead, who will assess the need and choose appropriate pathway for each child.

### **Looked After Children and Care Leavers**

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 and Care Leavers in recognition of their heightened vulnerability. The DSL and Designated Teacher will work with relevant agencies, including the Virtual School Headteacher, and take immediate action to safeguard and provide support to this vulnerable group of children.

### **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:

- professional 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; and
- children not understanding that what is happening to them is abuse
- communication barriers 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. Further information on safeguarding SEND children is available in the non-statutory guidance *Safeguarding Disabled Children(2009)*

All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and make sure that online safety lessons and related advice are tailored to their individual needs.

All staff are regularly trained to understand and be aware of these additional barriers to ensure heightened vigilance for this group of SEND children.

### **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 sexual abuse or exploitation, child criminal exploitation or mental health problems. The school follows up on absences as part of its safeguarding duty. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Please also see the school's attendance policy which references school protocols for managing attendance.

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

Contact: LBTH CME Officer, Tower Hamlets Education Safeguarding Service, [Saadia.Anwer@towerhamlets.gov.uk](mailto:Saadia.Anwer@towerhamlets.gov.uk) 020 7364 3426

### **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.

### **Children who are lesbian, gay, bi, or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, we are aware that children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We know that it is vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns.

### **Whistleblowing**

Staff who have ongoing concerns about 'poor or unsafe practice and potential failures in the school's safeguarding regime should feel confident that such concerns will be taken seriously by the senior leadership team, and will need to follow the protocols described in the school's Whistleblowing Policy. Where a staff member feels unable to raise an issue with their employer, or feels that 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).

### **Allegations Against Staff**

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 procedures will be followed. The procedures are compliant with KCSIE 2022 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, contractors, governors and volunteers) when a member of staff is alleged to have:

- 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. including supply staff and volunteers

Allegations against school staff, governors, visitors or volunteers may take any of the following forms (*KCSIE2022*):

- That a member of staff, governor, visitor or volunteer has behaved in a way that has harmed a child, or may have harmed a child;
- That a member of staff, governor, visitor or volunteer has possibly committed a criminal offence against or related to a child; or
- That a member of staff, governor, visitor or volunteer has behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

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

Any member of staff or volunteer who has reason to suspect that a pupil may have been abused by another member of staff, governor, visitor or volunteer, either at school or elsewhere, must immediately inform the Headteacher. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but immediately refer the matter to the Local Authority Designated Officer.

If the concerns are about the Headteacher, the Chair of Governors should be notified as soon as possible. The Chair of Governors will then refer the case to the Local Area Designated Officer.

The school has a duty of care towards its staff. If an allegation against a member of staff or volunteer occurs, advice will be made available to the member of staff or volunteer in accordance with the guidance given in *KCSIE2022*.

Any of the following decisions may be reached about an allegation against a member of staff or volunteer:

- Substantiated: there is sufficient evidence to prove the allegation;
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- False: there is sufficient evidence to disprove the allegation;
- Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

If an allegation is substantiated, the Headteacher (or, if the Headteacher is the subject of the allegation, the Chair of Governors) will review the case with the Local Area Designated Officer. If an allegation is found to be malicious, the Headteacher (or Chair of Governors) will consider whether further internal disciplinary action or police action should be taken against the individual making the allegation.

It is clarified in *KCSIE 2022* that the reporting restrictions described in the Education Act 2002 relating to allegations against staff members apply specifically to teachers.

If a person in regulated activity (for a definition, see <http://tinyurl.com/l7afaey>) has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, and where the harm test is satisfied in respect of that individual, and where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence, then the school will make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

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. On receipt of a report of an allegation, the head teacher will make immediate contact with the Local Authority Designated Officer for an initial discussion. If the allegation concerns the head teacher, then the chair of governors shall make contact with the LADO. 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, [Melanie.Benzie@towerhamlets.gov.uk](mailto:Melanie.Benzie@towerhamlets.gov.uk) or [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk), Telephone: 0207364 0677

### Sharing low-level concerns

Concerns about staff that do not meet the harm threshold and allegation criteria as set out above are known as low-level concerns. Staff should report low-level concerns about colleagues, and self-report low-level concerns about themselves, in accordance with the school's Staff Code of Conduct. The headteacher in consultation with the DDSL is the ultimate decision maker in respect of all low-level concerns. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

### Staff, Governor and Trustee Training

All staff will have regular training on all areas related to safeguarding. The frequency of formal training will be in accordance with statutory requirements for DSLs, governors, staff and volunteers.

We ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated.

Staff, governors and trustees are aware of their obligations under the *Human Rights Act 1998*, the *Equality Act 2010*, (including the *Public Sector Equality Duty*), and their local multi-agency safeguarding arrangements.

The DSL will undertake regular induction, termly reviews and updates in the following areas:

- Safeguarding procedures, the Child Protection Policy and the Code of Conduct;
- Updates on changes to legislation, policy and procedure in the area of child protection;
- Specific guidance in recognising signs of abuse, peer on peer abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, e-safety (use of ICT, the internet and social media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect.

### Safer Recruitment

The school's safer recruitment procedures comply with Keeping Children Safe in Education 2022 part 3 and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. At least one member of each recruitment panel will have attended safer recruitment training.

*KCSIE 2022 Part Three* clarifies the checks which the school must undertake before allowing staff to work in regulated or unregulated activity. For most substantive posts, an enhanced DBS certificate will be required. Contractors should also provide an enhanced DBS certificate if their work brings them into possible contact with children. Governors are also required to provide an enhanced DBS certificate and to clear a section 128 check. Associated members appointed by the governing body to serve on governance committees are not required to provide an enhanced DBS certificate.

Individuals can join the DBS Update Service at the point an application for a new DBS check is made, enabling future status checks to be carried out to confirm that no new information has been added to the certificate since its issue. This allows for portability of a certificate across employers.

The school will refer to the guidance given in *KCSIE 2022* to steer its work in recruiting, retaining and certifying (eg, for QTS), and when staff are removed from regulated activity or suspended.

If the school places a child with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. The school will get written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, *i.e.* those checks that the school would otherwise perform in respect of its own staff.

The school requests and ensure receipt of written confirmation from supply agencies or third-party organisations that relevant checks have been carried out and the supply or third-party staff are suitable to work with children.

Appropriate checks are carried out for trainee teachers, volunteers and contractors. Where there is no DBS in place, a visitor is supervised 100% of the time.

The school maintains a Single Central Record of recruitment checks undertaken, which is regularly reviewed for compliance.

### Visitors

As above – all visitors are asked to sign in, when they receive a Safeguarding booklet and will be supervised throughout their time in school.

### Extended School and Off-Site Arrangements

All extended and off-site activities are subject to a risk assessment and the normal child protection procedures apply. Any organisations or lettings on-site sign an agreement to follow school policies and procedures with regards to child protection and health and safety. Where children attend trips, part of the risk assessment involves reviewing the child protection policies of the

establishment and checking them alongside school procedures. Staff are all made aware of these both through the documentation and a meeting. Where appropriate, disqualification by association checks (2018) are made.

### Staff/Pupil Online Relationships

As per our school code of conduct:

- Communication between pupils and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web-cams, websites and blogs. Staff and volunteers should not share any personal information with pupils. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If a pupil seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment in making a response and should ensure that all communications are transparent and open to scrutiny.
- Staff and volunteers must not give their personal contact details such as home/mobile phone number details to pupils unless the need to do so is agreed in writing with senior management.
- It is recommended that staff ensure that all possible privacy settings are activated to prevent pupils from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.
- Staff must not have any pupils or any ex-pupils under the age of 18 as friends on their social networking sites. Staff are advised not to have any online friendships with any young people under the age of 18, unless they are family members or close family friends. Staff are advised not to have online friendships with parents or carers of pupils, or members of the governing body/trustees. Where such online friendships exist, staff must ensure that appropriate professional boundaries are maintained.
- Staff are personally responsible for what they communicate in social media and must bear in mind that what is published might be read by us, pupils, the general public, future employers and friends and family for a long time. Staff must ensure that their on-line profiles are consistent with the professional image expected by us and should not post material which damages the reputation of the school or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the school's disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of the school, such comments are inappropriate.

### Mobile Phone and Camera Use

Personal devices, such as smartphones should not be used to take photos of children, unless the employee is also a parent of the school and are doing so in that capacity – such as in a class assembly. A good quality, pocket-sized camera is available to borrow for school trips. Please see e-safety policies for further information

We seek permission for children to be photographed or filmed for various purposes from parents each year.

### 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 and serious youth violence. All staff especially the DSL and Deputy DSLs will consider whether children are at risk of harms and exploitation in environments outside the family environment.

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

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



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

### Voice of the child

Children need to know that they can 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. At Sir William Burrough we have trained mentors and key-workers who are available to all children on an informal basis, and all staff are trained to reassure and support the children when they voice concerns, and know how to escalate and report the matter to the relevant DSL.

## Safeguarding Issues

### Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. 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 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. CSE does not always involve physical contact; it can also occur through the use of technology. 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 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity 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). 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 aware of some of the following indicators of CSE:

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

The school has a strong PSHE and RSE policy which ensures that the curriculum teaches children how to keep themselves safe from harm; for example, child sexual exploitation and the language needed to be able to discuss such issues. Including understanding the challenges of coercive relationships as age appropriate and understanding what it means to be a victim.

For further information, staff can read the *Home Office Statutory Guidance on Child Sexual Exploitation*.

### Child Criminal Exploitation including County Lines

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

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who are in possession of multiple phones, and are overly anxious to check their phones;
- children who experience sudden changes in behaviour;
- children who want to leave the premises at lunchtime;
- 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.

As a school, particularly in Tower Hamlets, we are aware of the increasing vulnerability of children under the age of 10 being involved in County Lines (see: KCSiE 2022) and part of our safeguarding and child protection training has this built in.

### **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.

### **Online Harms**

The use of technology has become a significant component of many safeguarding issues. Child sexual 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.

The 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, together with sharing updated information with parents on about children's access to online sites when away from school

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, online challenges, hoaxes, fake news, racist or radical and extremist views; misogyny, self-harm, suicide, anti-semitism.
- 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; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, ( eg consensual or non-consensual sharing of nudes or semi-nudes, and pornography) or online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and financial scams

### **E-safety (use of ICT, the Internet, mobile technology and Social Media)**

The school has an E-Safety policy which includes guidance for all pupils in relation to E-safety and using the internet and social media. Appropriate software filters are in place to ensure that children access the internet safely. All children should be taught about E-safety as a routine part of the Computing curriculum.

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the designated child protection person will take advice from the Duty Advice Line on how to proceed with regards to talking to parents/ carers about E-safety. Staff should report Online Safety concerns about pupils to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world. For most children there is little distinction between the online and face to face, physical environments, as the two intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

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

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report any concerns in a timely way so that advice and support can be sought. For more guidance please follow the link to Child Exploitation and Online Protection Agency (CEOP) <http://ceop.police.uk/>

Sexting is understood as an umbrella term covering a range of harmful behaviours facilitated by electronic media devices and software. It is illegal to produce, distribute or view sexual images or videos of young people under the age of 18, and staff who suspect that images or videos of this nature have been produced or distributed should *not* make the independent decision to view the images unless there is a good and clear reason to do so. Further guidance is available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FIN\\_AL\\_Update\\_Jan17.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FIN_AL_Update_Jan17.pdf)

### **Internet Security**

Generally, what is good practice for safeguarding in other fields is good practice for safeguarding against extremism. Two main factors impact upon online safeguarding – these are user behaviour and network security.

The school enforces an Acceptable Use Policy, which includes provisions such as preventing access to private email on the network, ensuring web connected computers are in public areas, and monitoring browsing history. There is also, as always, a need to ensure that everyone knows what to do should they become concerned about something they find, or contact they receive, online.

The school has a robust filtering system in place, both at a school and service provider level. The school uses the London Grid for Learning. This has several layers of filtering:

- There is a global list of filtered sites that is determined by the Internet Watch Foundation, followed by a pan-London layer, also in compliance with the Internet Watch Foundation, applied across the capital by Atomwide.
- There is a Local Authority layer (administered in Tower Hamlets where additional bespoke filtering for the borough can be applied, such as key words and URLs.
- There is a school layer. This gives the school the ability to request that specific URLs should be blocked (or unblocked), or to add key words to the proscribed list.

The school has the right to amend its filtering settings. The ICT co-ordinator and ICT technician have the necessary access rights, and they also receive training from LGFL and Atomwide. The LGFL website has documents to explain these policies and processes in detail under the Support tab on their website [www.lgfl.net](http://www.lgfl.net). Further levels of security can be added with other LGFL services such as Webscreen2 and MailProtect.

### **Keeping Children Safe Online**

Children are not given permission to use the internet unless they are supervised. The school's Acceptable Use Policy is followed. Any concerns are reported to the ICT co-ordinator or nominated child protection officer as appropriate. For further information, please see the school's e-safety / acceptable use policy and the school's Prevent Duty risk assessment. We ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated. Staff, governors and trustees are aware of their obligations under the *Human Rights Act 1998*, the *Equality Act 2010*, (including the *Public Sector Equality Duty*), and their local multi-agency safeguarding arrangements.

### **Remote education**

We use the NSPCC advice - [Undertaking remote teaching safely](#) We are in regular contact with parents and carers to reinforce the importance of children being safe online and how we filter and monitor online use. Parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access and who their child will be interacting with online.

## 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 or witnessing 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. Siblings of victims may need special support. 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’. All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The definition of ‘domestic violence and abuse’ was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The definition from the Home Office is as follows: ‘Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality.

This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said, domestic abuse can also be experienced by males, and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For more support please consult: ‘Domestic violence and abuse’: <https://www.gov.uk/domestic-violence-and-abuse>

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. 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 HBV, or already having suffered HBV. See also *KCSiE 2021* Annex B. part 1.

## Honour-Based Abuse

So-called ‘honour-based’ abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Staff who have a concern regarding a child that might be at risk of HBA or has suffered from HBA should speak to the DSL, who will then activate local safeguarding procedures using existing protocols.

## Forced Marriage

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (for example, shame and coercion). Financial abuse can also be a factor. Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk. Staff should report any concerns so that the authorities can be made aware of the possibility of this form of abuse. For more information please see: ‘Forced marriage’ <https://www.gov.uk/forced-marriage> For further information, please see *KCSiE 2021* annex B

## Female Genital Mutilation

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Some girls are at risk from FGM from parents / carers who believe this will be in the best interests of the child. Vulnerable girls may well be coached that this will be a normal part of their upbringing. Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- Disclosure from a girl stating she is going to have a ‘special operation’;
- Planned withdrawal from school to a country where FGM is prevalent;
- Withdrawal from sessions where FGM is discussed (for example, in Relationships and Sex Education lessons).

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

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by Section 74 of the Serious Crime Act 2015) places a Mandatory Reporting Duty on school staff in regulated activity, social workers and healthcare professionals who, in the terms of the law, ‘discover that an act of FGM appears to have been carried out’ on a girl under the age of 18. The law assumes that ‘discovery’ takes place either by the disclosure of the victim or by third-party visual observation. The duty does not apply to young people who are thought to be at risk of FGM, or to vulnerable people over the age of 18. For the purposes of keeping children safe, our policy is to report all cases of FGM, whether discovered or merely suspected, to the police and Social Care. Note that teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a specific reason not to, they should also still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. Although the law allows for ‘discovery’ to occur by third-party visual observation, *KCSIE20* makes it clear that school staff in regulated activity ‘should *not* be examining pupils’. For more guidance please refer to *Female Genital Mutilation: Multi-agency practice guidelines* ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355044/MultiAgencyPracticeGuidelines.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355044/MultiAgencyPracticeGuidelines.pdf)) and *KCSiE2021*, annex B

### 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 should be a part of a schools’ or colleges’ 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.

The Prevent duty is characterised by four key themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of THSCPs /safeguarding and child death review partners.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

As of 1 July 2015, all schools have a legal duty to have ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent duty. Further advice on schools’ duties is available here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Since 2012, it has been required by law that teachers should not “undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.”

In our school, there are five key values help us to deter violent extremism. We aim:

- to understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm;
- to understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism; and to understand how to manage risks within the school;
- to understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;

- to increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others;
- to use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or participate in an act of violence. The processes by which young people can be radicalised are often comparable to grooming for sexual exploitation.

In LBTH the Prevent Education Officer is Eleanor Knight [eleanor.knight@towerhamlets.gov.uk](mailto:eleanor.knight@towerhamlets.gov.uk) who can provide support with Prevent risk assessments, check lists and awareness training among staff and pupils. In LBTH all Prevent referrals should be made through the Multi Agency Safeguarding Hub.

### 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. All staff recognise that children can abuse their peers and should follow the school's policy and procedures regarding peer on peer abuse. At the school all incidents of peer-on-peer abuse are treated very seriously and all forms are unacceptable. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up.' Sir William Burrough 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.

Peer-on-peer abuse can take many forms and may be facilitated by technology, including:

- physical abuse such as biting, hitting, kicking or hair pulling
- bullying (including cyberbullying, prejudice-based bullying and discriminatory bullying)
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape
- sexting including pressuring another person to send a sexual imagery or video content
- 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, which 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.
- 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
- 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. All adults at the school manage allegations of peer-on-peer abuse using the same school system of reporting to the DSL.

The school has a vigorous PSHE curriculum and Relationships and Sex Education Programme which insists on respect, courtesy and kindness at all times in all relationships, and deals speedily with any infringements.

### 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 the 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 up skirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

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

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

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

All Staff need to be aware of the following:

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

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

Sexual Harassment may include the following:

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

The school will seek to identify the most appropriate pathway for dealing with alleged sexualised behaviour, including:

- Managing the matter internally;
- Providing early help;
- Referring the matter to Social Care;
- Referring the matter to the Police.

Note that ‘where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.’

### **Sexting/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.

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.

The school will respond to Youth Produced Sexual Imagery in accordance with UKCIS's non-statutory guidance, *Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020*

Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the designated child protection person will take advice from the Duty Advice Line on how to proceed with regards to talking to parents/ carers about E-safety.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently, staff must report any concerns in a timely way so that advice and support can be sought. For more guidance please follow the link to Child Exploitation and Online Protection Agency (CEOP) <http://ceop.police.uk/>

Sexting is understood as an umbrella term covering a range of harmful behaviours facilitated by electronic media devices and software. It is illegal to produce, distribute or view sexual images or videos of young people under the age of 18, and staff who suspect that images or videos of this nature have been produced or distributed should *not* make the independent decision to view the images unless there is a good and clear reason to do so.

### **Bullying (including Cyber-bullying)**

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's anti-bullying policy and procedure. Please also see the school's Behaviour and Anti-bullying policy

### **Homelessness**

*KCSiE 2021* states that 'Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, 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.

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

For more information, please see annex B *KCSiE 2022*

### **Children and the Court System**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and trench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.



### **Children with family members in prison**

Children with family members in prison are ‘at risk of poor outcomes including poverty, stigma, isolation and poor mental health’ and signposts professionals towards sources of support for children in this position. For more information, please see annex B, *KCSiE2021*

### **Private Fostering**

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a “close relative”. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).’

If you become aware that a child is being privately fostered, please notify the DSL. They will then notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

Private fostering is considered to be so after 28 days.

### **Young Carers**

Young carers are ‘children who help look after a member of the family who is sick, disabled or has mental health problems, or is misusing drugs or alcohol. Their day to day responsibilities often include cooking, cleaning, shopping, providing nursing and personal care, and giving emotional support’. (From [www.barnardos.org.uk](http://www.barnardos.org.uk)) Many bilingual children also have interpreting responsibilities for monolingual parents and carers with health issues – attending appointments at the hospital, for example. Support can be offered to young carers through Early Help and EHA procedures.

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)

### **Child Abduction**

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.

### **Community Safety Incidents**

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.

### **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.

### **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 concern, or ask the DSL to do it with you. The forms are located with the DSL.
- seek support for yourself if you are distressed

### **Early Help**

- All staff are trained to recognise that all children may benefit from Early Help but some children may benefit from Early Help more than others, including a child who:
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.

The DSL will contact the LBTH Early Help Hub for support and advice if required: on 0207 364 5006 (option 2). Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via <https://bit.ly/2AA2WNy>. The DSL will apply the LBTH Thresholds Guidance to decide on what level of safeguarding response is required as part of the early help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Safeguarding Hub for a discussion on 020 7364 5006 (Option 3) 020 7364 5601/5606 or the Child Protection Advice Line on 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 will refer to Children's Social Care.

When there is multi agency support in place for a child in the form of an Early Help Assessment and Team Around the Family meetings, the DSL will consider whether to refer to the borough's Social Inclusion Panel to aid with coordination of support, when requiring support and advice, and to help prevent escalation to Level 3 Needs: [This.Child@towerhamlets.gov.uk](mailto:This.Child@towerhamlets.gov.uk)

### Handling Disclosures

The school is aware that when a child discloses that they have been or are being abused, they may feel ashamed, especially if the abuse is sexual, and feel frightened lest their abuser finds out they have made a disclosure. It is essential that **all** victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school is not downplayed and is treated equally seriously. A victim is never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor is a victim ever made to feel ashamed for making a disclosure. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

We are aware that 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.

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

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

As a school we will take advice from the LA as to whether we inform parents if their child has made a disclosure. Where it is deemed that telling the parents may cause more harm to the child, they will not be told.

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

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.

Dealing with Child Protection matters often raises issues of confidentiality, which must be clearly understood by all staff. Staff should take care to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding officers and Children's Social Care. Both teaching and non-teaching staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Social Care and the police). If a child confides in a member of staff and requests that the information be kept a secret, it is important that the member of staff tells the child sensitively that he / she has a responsibility to refer cases of alleged abuse to the appropriate agencies for the child's safety. Promises to keep secrets may, therefore, not be in the child's best interests, and the

child's best interests must be the determining factor in professionals' interactions with children. Within that context, the child should, however, be assured that the matter will only be disclosed to people who need to know about it. Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contacts. Child Protection records are kept securely in a locked cupboard.

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.

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

#### **Escalation Procedures**

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. In accordance with the Tower Hamlets Threshold Guidance Appendix D the DSL will first make contact with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.

## Appendix 1 – Types of abuse and their indicators

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others [e.g. via the internet]. They may be abused by an adult or adults, or another child or children, which may involve bullying, cyber-bullying, gender-based bullying and sexting.

### 1.1 Physical Abuse

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

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Unexplained injuries – bruises/abrasions/lacerations.</li> <li>• The account of the cause of an injury being either vague or varying from one telling to another.</li> <li>• Unexplained burns.</li> <li>• Regular occurrence of unexplained injuries.</li> <li>• (It should be noted that most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.)</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawn or aggressive behavioural extremes.</li> <li>• Discomfort with physical contact.</li> <li>• Apparent fear of going home.</li> <li>• Complaints of soreness or moving uncomfortably.</li> <li>• Wearing clothing inappropriate for the weather in order to cover body.</li> <li>• Observation of interaction between the child and its carer.</li> </ul>

### 1.2 Neglect

Neglect is 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 involve a parent failing to:

- Provide adequate food, clothing and shelter.
- Provide adequate protection from physical and/or emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers) and/or access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Unattended medical need.</li> <li>• Underweight or obesity.</li> <li>• Recurrent infection.</li> <li>• Unkempt dirty appearance, smelly and/or inadequate or unwashed clothes.</li> <li>• Consistent lack of supervision.</li> <li>• Consistent hunger.</li> <li>• Inappropriate dress.</li> </ul>	<ul style="list-style-type: none"> <li>• Poor social relationships; indiscriminate friendliness.</li> <li>• Poor concentration; low, self-esteem.</li> <li>• Regular displaying of fatigue or lethargy; frequently falls asleep in class.</li> <li>• Frequent unexplained absences.</li> </ul>

### 1.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effect upon the child's emotional development and may involve:

- Conveying to children that they are worthless or unloved, inadequate or not valued.
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction.
- Seeing or hearing the ill-treatment of another; serious bullying; causing children frequently to feel frightened or in danger; the exploitation or corruption of children.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>• Poor attachment relationship; unresponsive/neglectful behaviour towards the child's emotional needs.</li> <li>• Persistent negative comments about the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Low self-esteem, unhappiness, anxiety.</li> <li>• Withdrawn, insecure or attention-seeking behaviours.</li> <li>• Passive or aggressive behavioural extremes.</li> </ul>

#### 1.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative sexual acts. Sexual abuse also includes non-contact activities such as:

- Involving children in looking at, or in the production of, pornographic materials.
- Watching sexual activities.
- Encouraging children to behave in sexually inappropriate ways.

<b>Physical Indicators</b>	<b>Behavioural Indicators</b>
<ul style="list-style-type: none"><li>• Frequency of urination.</li><li>• Signs of blood/discharge on the child's underclothing.</li><li>• Awkwardness in walking/sitting; pain or itching in genital area.</li><li>• Self-harm; sudden weight loss or gain.</li></ul>	<ul style="list-style-type: none"><li>• Sexually pro-active behaviour or knowledge that is incompatible with the child's age and understanding.</li><li>• Drawings and/or written work that is sexually explicit.</li><li>• Self-harm/suicide attempts; running away.</li><li>• Substance abuse; significant devaluing of self.</li></ul>

[Appendix 2 – Local Authority Contact Form regarding children leaving school](#)

Notification to London Borough of Tower Hamlets of Child taken off School Admissions and Attendance Registers

Date: / /

The following child has been taken off our school admissions and attendance registers:

- Child's name
- DOB
- Address
- Telephone
- Date taken off roll
- Reason
- Destination of Child
- My name/designation
- School

Please send this form to: Pupil Admissions Team, 4<sup>th</sup> Floor, Town Hall, Mulberry Place, 5, Close Crescent, London, E14 2BG.

Telephone: 020-7364-5006

Fax: 020-7364-4311

Email to: [school.admissions@towerhamlets.gov.uk](mailto:school.admissions@towerhamlets.gov.uk)

Appendix 3

**Child Protection – Record of Concern /Disclosure**  
 This must be completed **as soon as a concern is raised**

Name of Adult Recording Concern:	
Child's Full Name:	Child D.O.B:
Class:	Class Teacher:
Date:	Time Information Received:
This is a record of a disclosure made to me by the above child. <span style="float:right"><input type="checkbox"/></span>	
This is a record of something that I am concerned about regarding a child's safety or welfare. <span style="float:right"><input type="checkbox"/></span>	
This is a record of a concern reported to me by a parent/carer/guardian. <span style="float:right"><input type="checkbox"/></span>	
Place (Please note where the disclosure was made or where concern was raised) :	
Incident/Record of Concern: Please make a clear record of the incident or disclosure using the child's exact words.	
(Continue on separate sheet if necessary)	
Attach any notes or pictures the child may have written	
Designated Safeguarding Leads: Avril Newman, Anthony Wilson	

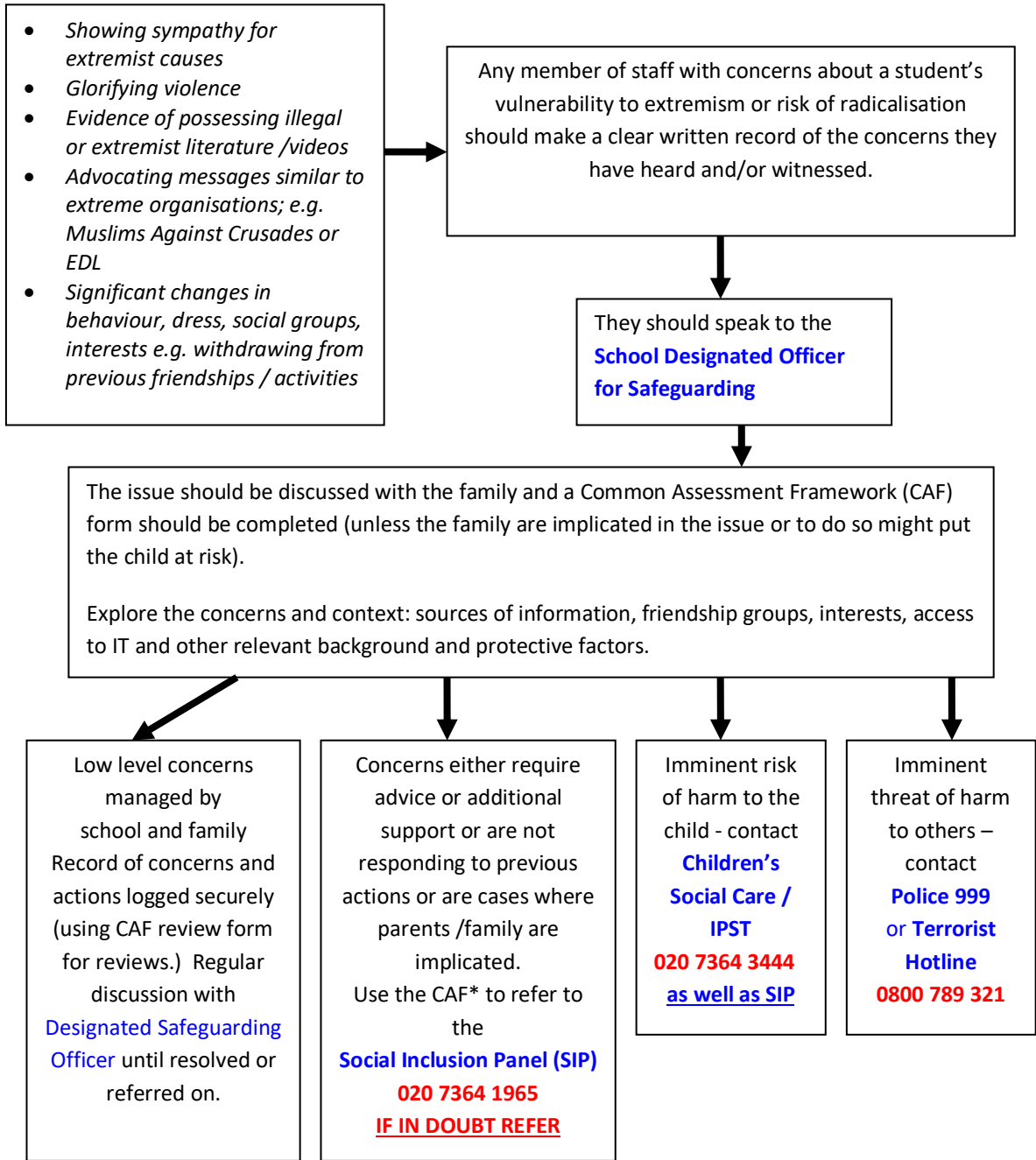
DCPP use only

Time concern noted with CPO:	
	Reported to the Duty Line <input type="checkbox"/> Reported to other agency <input type="checkbox"/>
Record of action taken: Date/Time	

Recorded on Vulnerable Children Register	<input type="checkbox"/>
Record of Concern filed in Child Protection Files	<input type="checkbox"/>
Reported to Social Services/MASH team	<input type="checkbox"/>

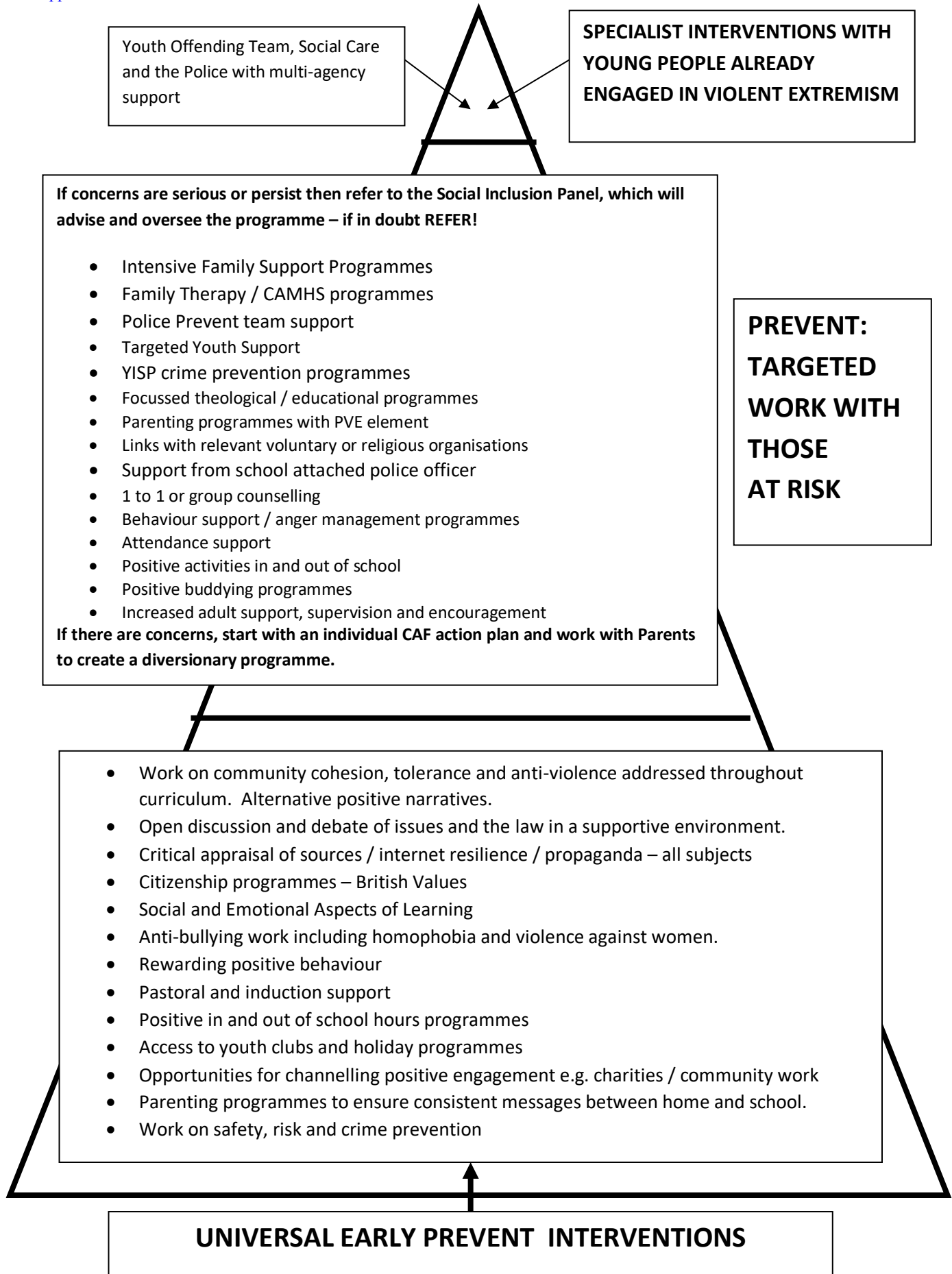


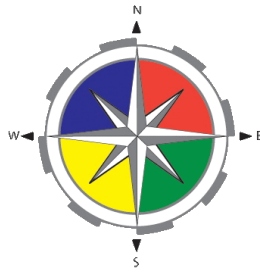
Referral route for safeguarding concerns related to Radicalisation or Extremism



*\*Although involving the family is best practice, you may share information (using a CAF) with other agencies (e.g. SIP) without consent and, if necessary, without the family's participation under the Crime and Disorder legislation which allows for information sharing to prevent crime.*  
**If in doubt SHARE and REFER to SIP.**  
 The **Social Inclusion Panel (SIP)** will advise on next steps and provide interventions.  
 PREVENT interventions are voluntary so the family will be consulted and involved prior to further action.

Appendix 5





# SAFEGUARDING FLOW CHART

