



Stewart Headlam and Hague Schools' Federation

CHILD PROTECTION POLICY 2021

Approved by:	Main Governors	Date
Signed	Chair of Governors	
Last reviewed :	September 2020 with staff in preparation for governor approval February2021 Update New Headteacher at SH. Covid CME - updating and checking attendance	
Next review due by:	September 2021	

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The Stewart Headlam and Hague Schools' Federation has adopted the Tower Hamlets Child Protection Model Policy to ensure compliance and consistency of practice between the 2 schools. The responsibility remains with the governing body to ensure that the Child Protection policy is compliant and effective for the individual schools.

The SHH Federation Schools are fully committed to safeguarding and child protection. The SHH Federation belief is that 'it could happen here in our schools' and that it is 'everyone's responsibility' to be alert to signs of abuse and to report it to the named Designated Child Protection Officers in each school.

SAFEGUARDING AIMS:

Each school in the SHH Federation aims to ensure that:

- Children's safeguarding needs are prioritised with a focus on positive well-being, feeling secure and confident to speak out.
- All staff and volunteers receive regular training and updates
- There is systematic monitoring of children known or thought to be at risk of harm.
- Good communication and working relationships with other agencies especially, children's social care, NHS, Police and CAMHS.
- Structured procedures ensure staff know how to take appropriate action with good communication in a timely manner.
- All adults within the schools and federation who have access to children have been checked as to their suitability to be in contact with children.

VISION:

As Rights Respecting Schools, Stewart Headlam & Hague support the United Nations Convention on the Rights of the Child (UNCRC). All articles are of equal importance but for this policy we prioritise **UNCRC Articles Nos 19 and 12, particularly when talking to children:** Children have the right to be looked after, kept safe and not harmed. They have a voice and the right to be heard and have a say about what happens them.

We aim to be inclusive and respect a person's age, disability, gender reassignment, race – this includes ethnic or national origins, colour or nationality, religion or belief – gender or sex sexual orientation of another person with whom the child is associated.

This policy should be read and applied along side

Hague	Stewart Headlam
<ul style="list-style-type: none"> ● Behaviour and Anti-Bullying ● Online Safety inc AUP/ Sharing images ● Managing Complaints ● Staff Conduct – Information Handbook ● GDPR records retention and storage ● Safer Recruitment ● Whistleblowing ● Health and safety ● Induction Training ● Adult:child supervision ratios ● Attendance /Children Missing Education ● Visitors and Speakers in School ● British Values at Hague ● PSHE / RSE 	<ul style="list-style-type: none"> ● Behaviour /Anti-bullying ● Online safety ● Photography and sharing images guidance ● Managing complaints ● Code of conduct for staff and volunteers ● Child protection records retention and storage ● Safer recruitment ● Whistleblowing ● Health and safety ● Induction, training, supervision and support ● Adult to child supervision ratios ● Recording concerns and information sharing

Each school’s policies are available on the school websites, on the staff shared drive, and a hard copy from the school office or staffroom.

Safeguarding policies are reviewed annually in line with KCSIE ready for Autumn term governor ratification. Policies will be reviewed at least annually unless an incident, new legislation or guidance calls for the need for a review

All procedures within the SHH Federation CP policy apply to all staff, volunteers, governors. The policy has been written to reflect Keeping Children Safe in Education 2020 and Tower Hamlets Safeguarding Children Partnership supplementary guidance (THSCP).

***NB:** in this document ‘**the school**’ refers equally to Stewart Headlam School and Hague School.

1. CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions and decision making.
- 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.
- All staff including supply staff and volunteers have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- The DSL will ensure that all pupils and staff involved in child protection issues will receive appropriate support.

2. PURPOSE OF POLICY

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

3. SAFEGUARDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002 (maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018
- Keeping Children Safe in Education 2020
- COVID-19: Safeguarding in Schools, Colleges and Other Providers
- What to do if you're worried a child is being abused 2015

4. THSCP SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

- London Child Protection Procedures revised 5th Edition (London Safeguarding Children Board, March 2020)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2020
- 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 2020

5. 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 safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- **Local Authority**
James Thomas, Corporate Director of Children's Services London Borough of Tower Hamlets
- **Clinical Commissioning Group**
Selina Douglas, Managing Director TH CCG
- **Police**

Marcus Barnett, Commander, Central East Basic Command Unit,
Metropolitan Police

Keith Makin is the THSCP's Independent Scrutineer who will act as a critical friend to all partners and agencies. All staff have been made aware of the new 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 THSCP arrangements.

The school will engage with the borough's Designated Safeguarding Leads forums, THSCP safeguarding training offer, and the school will participate in the borough's section 175/157 and section 11 Safeguarding Self-Evaluation process submitting the completed self-evaluation when requested.

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

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

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

7. ROLES AND RESPONSIBILITIES

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

From 1st January 2021 DSLs from either school can be contacted for child protection matters or support family safeguarding conferences.

DESIGNATED SAFEGUARDING LEADERS FOR HAGUE PRIMARY		
ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL) Lead Health & Safety Officer	Judy Knappett Headteacher	0207 739 9574 head@hague.towerhamlets.sch.uk
Deputy DSL Education Visits Co-ordinator	Sue Walsh Deputy Head	0207 739 9574 swalsh@hague.towerhamlets.sch.uk
Safeguarding Governor	Lindsay Gray	0207 739 9574 Via admin@hague.towerhamlets.sch.uk
Chair of governors	Mike Coleman	Via admin@hague.towerhamlets.sch.uk
Hague Staff with safeguarding admin/curriculum focus		
Prevent Curriculum Coordinator	Sam Fish	sam@hague.towerhamlets.sch.uk
SENCO Mental health Equalities	Alice Macfarlane	alice2@hague.towerhamlets.sch.uk
Online Safety	Alison Goodliffe	alison@hague.towerhamlets.sch.uk
Staffing /DBS	Tracy Webster	admin@hague.towerhamlets.sch.uk

DESIGNATED SAFEGUARDING LEADERS FOR STEWART HEADLAM PRIMARY		
ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL) Lead Health & Safety Officer	Judy Knappett Headteacher	head@stewartheadlam.towerhamlets.sch.uk Ext 201
Deputy DSL Education Visits Co-ordinator/ Online Safety	Nilufar Chowdhury	nilufar.chowdhury@stewartheadlam.towerhamlets.sch.uk Ext 204
2 nd Deputy DSL SENCO Mental health Equalities	Kulsoom Patel EXT 204	Kulsoom@stewartheadlam.towerhamlets.sch.uk

Safeguarding Governor	Lindsay Gray	0207 739 9574 Via admin@stewartheadlam.towerhamlets.sch.uk
Chair of governors	Mike Coleman	Via admin@stewartheadlam.towerhamlets.sch.uk
Stewart Headam Staff with Safeguarding admin focus		
Safer Recruitment Health and Safety	Carol Brown	cbrown29.211@lgfmail.org
Prevent Curriculum Coordinator	Nilufar Chowdhury	As above

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 DSLs are trained to the same level as the DSL and supports the DSL with safeguarding matters.

Safeguarding concerns can be raised with any of the designated safeguarding leaders listed using their contact details. In the event of lead DSLs being absent contact the deputy DSL. Mobile numbers available from school office.

All Staff are expected to keep safeguarding values at the centre of their conduct. The best interests of the child should determine their behaviour and action.

Staff need to apply best safeguarding practice by observing changes in children's behaviour and attitudes, listening to the child; promoting the importance of children and families knowing it is safe to talk to adults in school or referring concerns immediately to the DSLs.

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.

8. 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 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.

9. 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.

10. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

Referrals for support and mental health related concerns are made through the school Inclusion Managers who are designated leads for mental health and wellbeing.

- **Alice Macfarlane** Hague Primary School
- **Kulsoom Patel** Stewart Headlam Primary School

This would be to CAMHS or THEWS (Tower Hamlets Educational Wellbeing Service). The Learning Mentors' role supports children in school with anxiety, social and emotional issues. Staff, pupils (self-referral) and parents are able to refer.

11. LOOKED AFTER CHILDREN AND CARE LEAVERS

Staff have the skills, knowledge and understanding to safeguard Looked After Children and Care Leavers. The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children.

- The designated teacher will attend relevant training and review meetings with the pupil and Virtual School Headteacher.
- The teacher will ensure that the PEP is implemented and record keeping kept up to date.
- Additional Resources linked to Pupil Premium Funding and monitoring are targeted to ensure best educational outcomes based on review of their needs linked to PEP targets and priorities.

12. SEND CHILDREN

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

- 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 being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

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

13. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

Covid safeguarding for attendance is a priority for monitoring remote attendance. Links with Remote Learning Policy.

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.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect. It may also be that a child is at risk because a parent is unwell and needs additional support to get the child to school. This topic links to others in this policy, including Female Genital Mutilation, Forced Marriage and Radicalisation / Extremism.

As maintained schools, are required by law to have an admissions register and an attendance register. All pupils must be placed on both registers.

We undertake to advise the Local Authority if any pupil is to be deleted from the admission register under any of the following circumstances:

- Where a child has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Where a child has ceased to attend school and no longer lives within reasonable distance of the school;
- Where a child is in custody for a period of more than four months will not be returning to the school at the end of that period; and, where a child has been permanently excluded.
- Schools should inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for 10 consecutive days without authorisation.

PROCEDURES FOR CHECKING ABSENCES WITHIN THE FEDERATION SCHOOLS

The school will undertake:

1. Daily register checks and make local enquiries for reasons of absence.
2. School requests at least 2 people with current contact numbers and addresses are given for parent/carers. It is the parents' responsibility to ensure that school knows reasons for absence.
3. If parents do not contact the school the attendance officers will persist with alternative contacts until the child's whereabouts and reason for absence is known.

4. To monitor the number of referrals to the Attendance and Welfare Advisor (AWA)
5. To monitor the 'blocks of absence' occurring particularly for vulnerable children.
6. To monitor when a child applies for or does not return from extended leave in discussion with the AWA
7. To ensure that the appropriate local authority CME form is completed in all cases when a child is missing, going off school register. All efforts will be made to confirm new address, contact details and school placement whether in UK or abroad.

In addition to this, the school undertakes to continue to request updates and information about children – even if they have been taken off roll and referred to the local authority.

We will support other schools in their duty to monitor Children Missing from Education.

The school is committed to this approach as part of its duty of care to go beyond the policy requirements.

In all applicable cases, the Local Authority must be notified when the condition for deletion is met, but not before the child is deleted from the admission register. This enables the Local Authority to follow up on any concerns that may exist around the child's welfare.

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

Governors are kept informed of pupils going on and off roll.

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

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

14. WHISTLEBLOWING

The SHH Federation Whistleblowing Policy Sections 2 & 7 state, all employees have a duty to report concerns about the safety and welfare of pupils/students. Concerns about any of the following should be reported to the Designated Safeguarding Leaders.

- physical abuse of a pupil
- sexual abuse of a pupil
- emotional abuse of a pupil

- neglect of a pupil
- an intimate or improper relationship between an adult and a pupil
- Radicalisation / Extremist behaviour
- Serious crime

The reason for the concern may be the actions of a colleague (including a more senior colleague), a Governor, another pupil/student or someone outside the school. Whatever the reason, concerns must be reported. Failure to report a Child Protection related allegation will be in itself, a disciplinary matter.

The Federation encourages the *whistleblower* to raise the matter internally in the first instance with the DSL for investigation unless it is the Headteacher, when the chair of governors, Mike Coleman should be contacted confidentially via the school office.

15. ALLEGATIONS AGAINST STAFF

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 2020 part 4 and THSCP supplementary guidance- Managing Allegations of Abuse against Staff – September 2020.

An allegation is made against a member of staff including supply staff and volunteers when a member of staff has:

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

School's procedures on Managing Allegations

All allegations should be referred to the school Headteacher/ DSL in the first instance; it will be taken seriously and referred to the Tower Hamlets LADO and or police. The case will be referred to the Child Abuse Investigation Team for advice on internal action and investigation. See Appendix Allegations of Abuse Made Against Staff.

Where the allegation is about the Headteacher, it should be referred confidentially to the Chair of Governors Mike Coleman in the first instance who will refer it to the LADO.

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

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

Email:

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

Telephone:

0207 364 0677

16. STAFF TRAINING

The SHH Federation provides a range of safeguarding training for all staff.

- Statutory safeguarding Training is provided every 3 years. September INSET usually delivered by the THESS or associated partner.
- Updates on aspects of KCSIE are shared annually face to face and via email. Information is on the school network. Hard copy bulletins are also posted in staffrooms.
- New staff /volunteers have safeguarding as part of their induction with the deputy head or phase leader who will go through safeguarding policies.
- Staff engage in group scenario discussions, quizzes or online Q&A reflection.

- All staff and volunteers must read KCSIE Part 1 and Appendix 5, which is emailed annually, and sign to confirm they have been made aware of and read updated safeguarding/child protection policies.

17. SAFER RECRUITMENT

The school's safer recruitment procedures comply with Keeping Children Safe in Education 2020 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.

The School Business Manager (SH) or Admin and Finance Manager (H) monitor and review DBS and CDR information on individual staff members. Staff are informed individually when information is required or checking is required in relation to 2018 Child Care Disqualification Regulations. A private and confidential meeting is held where information is shared/applied to the relevant checking body.

Staff involved in early years/and before or after school care for children under eight, have an obligation to disclose relevant information to the school. Recruitment and staffing checks are carried out for all staff, trainee teachers and volunteers.

- Enhanced DBS check with barred list information, for those who will be engaged in 'regulated activity'
- Barred list check if the individual will start work in regulated activity before the DBS certificate is available
- Childcare disqualification check if the individual will be working in regulated roles (childcare roles under 8s) *Does not apply to school class teaching staff.*
- Verification of right to work in the UK
- Any further checks considered appropriate for people who have lived or worked outside the UK, including a check for information about any teacher sanction or restriction under EEA European Economic Area regulations.
- Teachers: Check that they are not subject to a prohibition order issued by the secretary of state

The school requests and ensures 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.

Checks carried out on trainee teachers, volunteers and contractors: As per school requirements.

The school maintains a Single Central Record of recruitment checks undertaken, which is regularly reviewed for compliance by the Safeguarding Governor - Lindsay Gray.

18. VISITORS

The schools' Visitors and Speakers Policy states online background checks are undertaken for assembly or class presenters to ensure that British Values are respected and children not exposed to radical or extreme views by speakers.

- **Teachers organising education visitors** to the school need to complete the risk assessment and get agreement from the school **Education Visits Coordinator** in advance of the presentation.
- Staff attend the presentation, if anything controversial is raised this should be challenged appropriately within the session.
- Visitors sign in and wear visitor lanyards. Staff challenge unidentified visitors on site and report all unregistered visitors to the LADO and Local Authority.

Family visitors on site are welcomed by staff to staff supervised events i.e assemblies and open afternoons.

19. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Residential trips and off-site visits take account of safeguarding arrangements.

- In residential settings the partnership agreement is set prior to the visit.
- This visit is agreed by the EVOLVE process including the LA and signed off by the Educational Visits Coordinator at the school.
- Staff continue to follow school core child protection principles and procedures.
- Overnight principles – night time supervision and washroom supervision. Staff should not get into a 1:1 situation with pupils where they are not seen by another responsible adult.
- All safeguarding checks are followed according to EVOLVE check lists to ensure effective safeguarding arrangements are in place in residential settings.

20. STAFF/PUPIL ONLINE RELATIONSHIPS

All staff are responsible for:

Agreeing and adhering to the terms on acceptable use of the school's IT systems and the internet

Ensuring that pupils follow the school's terms on acceptable use.

Only using authorised Gmail/LGFL School accounts for school business online communication with parents and pupils which include:

- Teacher/class email addresses
- Pupil school email addresses
- the school website and blog
- Google Classroom for online and home learning with personal logins.
- Face to face online sessions require 2 members of Hague staff to be registered to the meeting with pupils.
- Staff training will include online communication strategies.

No personal accounts. School gmail/class accounts only. Any instance where a pupil contacts a staff member in an inappropriate way should be a record of concern to the DSL.

The Federation refers to Coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance.

Online education follows the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct).

21. MOBILE USE AND CAMERA USE

Staff are permitted to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.

- Staff must not use their mobile phone as a camera in school.
- Any photographs/video must be taken on school equipment.
- Staff must only save images on school computers.
- Staff members who are in contact with pupils should not use their mobile phones in school during their directed hours / paid hours of employment. Outside of these times, mobile phones should only be used in areas of the school where pupils are not present.
- Use of mobile phones during directed hours must be authorised by members of the Senior Leadership team or for a specific reason such as communication on a trip.

- The school's Online Safety Policy has further guidance and information.
- Children use school cameras and Ipads as part of their learning. They are only used for school purposes related to children's learning i.e. adults and children recording snapshot evidence for Special Books, displays, newsletters.

Any breaches or inappropriate use of digital resources or knowledge of inappropriate images by adults or pupils must be reported to the DSL immediately. Do not open or share files.

Children bringing phones into school will deposit them in the school office before school and collect at the end of the day.

Year 5/6 Pupils may bring mobile devices into school if they are travelling independently to and from school and have a signed agreement. Phones must be handed in to the school office during the school day. Staff and visitors may also bring devices into school. However, they must ensure that these are not used while children are present or during contracted/paid hours. In addition, they must not be used to take photos of children.

- Home/school agreement for independent travel forms can be collected from the school office, to be completed by the parent and returned to the school office.

22. 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.

23. 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.

24. SAFEGUARDING ISSUES

25. CHILD SEXUAL EXPLOITATION

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. 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 of the following can be 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 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 participates in the Tower Hamlets agreed range of PSHE assemblies supported by NSPCC resources/ presenters for years 2, 4 and 6. These include simple messages with age appropriate information and guidance about children and sexual exploitation.

- The Pants Song and Rule is shared with pupils from EYFS – Year 6 with knowledge of who to talk to if worried.
- The PSHE and RSE curriculum includes a focus on personal safety.

Children learn about safe, healthy, age appropriate, relationships in RSE and PHSE. Through JIGSAW and THEWS work children learn about health, emotional wellbeing, drug and alcohol misuse.

There are many challenges in supporting children and families, particularly if the child does not recognise the coercive nature to the relationship.

- The Federation's rights respecting curriculum and participation in recommended workshops, sponsored by agreed Tower Hamlets Agencies, i.e Equal-Teach supports personal development and understanding.
- Teaching awareness helps pupils and families explore complex issues like honour, keeping secrets, modern slavery, refugees and hooks into gangs or drugs. The workshops are particularly helpful for upper KS2 children. The workshops assist in the teaching of **critical thinking skills** with time to rehearse consequences and decision making which are essential skills for complex issues. Our aim is developing trust and communication between family and school to prevent or deal with issues as they arise.
- We encourage staff and parents to stay safe at all times and to be aware of drug related crime activity taking place close to school.
- All staff and parents are advised to report any seen drug related behaviour to the Police and anti-social behaviour team. Working in partnership with local agencies and services we hold workshops and meetings to support the community with eradicating drug related activity.
- Assemblies and workshops with children support the children's confidence to report issues to parents and staff and to avoid being exploited.

26. CHILD CRIMINAL EXPLOITATION

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see

page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

All staff and volunteers must confirm they have read Part 1 and Annex A of KCSIE 2020 either annually in September as part of ongoing professional development or on induction if newly starting after September.

The Annex explains the range of additional information about issues like County Lines, FGM and Mental Health.

- The schools are aware of County Lines and the possibilities of older siblings being exploited through gangs and drug culture which impacts on our families. This alerts us to the increase in vulnerability of children (girls and boys) under 10 years old being exploited because they are under the criminal age of responsibility.
- We promote access to Early Help for families to benefit from experienced support from tier 2 and 3 agencies.

27. SERIOUS YOUTH VIOLENCE

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

28. ONLINE HARMS

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. 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 three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

The federation has safeguarding systems supported by LGFL /Connetix/ Turniton which filter and monitor content so that the settings and controls are age appropriate for primary children and school settings.

The school's online safety policy and Acceptable User Agreement for staff and students details procedures, roles and responsibilities

LGFL/ Connetix/ Turniton monitor/ filter and block our online access to ensure age appropriate access to internet.

The school's Online Safety Policy is reviewed and updated annually. It includes Acceptable Use Agreement for staff and students to sign and adhere to.

The Prevent Curriculum Coordinators review the curriculum with staff to ensure British Values are taught along side critical thinking and how to stay safe online.

All Prevent concerns are referred to the Tower Hamlets Multi-Agency Safeguarding Hub and risk assessed.

29. DOMESTIC ABUSE

Domestic abuse and violence as defined in KCSIE 2020 Annex A clearly explains that all children can witness and be adversely affected by all forms of abuse in the context of their home life between family members.

The school has signed up to the Metropolitan Police's Operation Encompass and on receipt of a notification will provide appropriate support to the child. [Parents are advised of this on the school's website and in the school's Safeguarding CP leaflet for parents.](#)

30. HONOUR-BASED ABUSE

So-called 'honour based' abuse HBA as defined in KCSIE 2020 Annex A encompasses incidents or crimes which have been committed to protect or defend the honour of the family and or community including female genital mutilation FGM, forced marriage and breast ironing.

All forms of HBA are abuse regardless of motivation and will be handled and escalated as such. School professionals need to be alert to the possibility of a child being at risk of HBA or have already suffered HBA.

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

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

FGM is recognized by the United Nations as a violation of the human rights of girls and women. It reflects an extreme form of discrimination against women. It is nearly always carried out on minors (between infancy and age 15) and is a violation of the rights of children. This illegal and life threatening operation can leave victims with physical and psychological problems that can continue into adult hood. Carried out in secret often without aesthetic it involves the partial or total removal of the external female genital organs It is illegal in the UK and it is child abuse. FGM is under reported in this country. Over 24,000 girls under the age of 15 years in England and Wales are at risk from undergoing FGM either in this country or abroad.

Who is at risk?

Some girls are at risk from FGM from parents/ carers who believe this will be in the best interests of the child. Therefore, vulnerable girls may well be

coached that this will be a normal part of their upbringing. It is a form of child abuse common to some Somali, Sudanese, Sierra Leone, Gambian, Liberian, Egyptian, Nigerian, Ethiopian and Eritrean communities. Non-African communities that practice FGM include Yemeni, Afghani, Kurdish, Indonesian, Malaysian and Pakistani Bohra Muslim communities.

Possible FGM Indicators

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' which will make her a woman or talk of a ceremony for other siblings.
- A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on its own but might be significant when added to other concerns. The summer holiday is the period when girls are mostly at risk of FGM. There may be talk of vaccinations or talk of absence from school.
- Withdrawal from Sex and Relationship Lessons.
- Increased bladder infections, urinary, menstrual or stomach problems.
- Mother or an older sibling have already undergone FGM.

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

- Prolonged absence from school with change of behaviour on return.
- Finding it difficult to settle or sit still indicating discomfort or pain.
- Spending a long time away from class or at break in the toilets.
- Asking to be excused from swimming or PE.
- A sudden change in dress.
- Disclosure from a girl that she has been subject to FGM.

Prevention and Reporting

The Serious Crime Act 2015 came in to force in July 2015 and with it new legal powers to deal with FGM. Teachers, healthcare professionals and social workers have a mandatory duty to report to police any instance where they 'discover' that FGM has been carried out on a girl under 18.

Unless the teacher has 'good reason', any concerns of FGM should be passed to the DSL. It is important to note that teachers will become aware of FGM by disclosure, not through physical examination.

School staff can play a key role in protecting girls from FGM. If you think a girl is at risk of FGM or that FGM may have taken place you must report it immediately as you would any other form of child abuse.

- 1 You must inform the DSL
- 2 A referral by DSL must be completed to children's social care
- 3 In urgent cases, contact children's social care or police direct.

It is important to note

- It is essential that the young person's parents are not spoken to before a referral is sent to children's social care.

- A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by children's social care and police.
- It is essential that all professionals within education are aware of this and follow the above safeguarding procedures.

***Keeping Children Safe in Education* makes it clear that school staff in regulated activity 'should not be examining pupils'.**

31. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk 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.

There is Statutory Guidance on the Prevent Duty which explains schools' duties under the Counter-Terrorism and Security Act 2015.

- Staff working in schools and education settings need to be aware and alert to risks related to Islamism and the Far Right in the community.
- Schools should be safe places where children can explore sensitive issues related to the Prevent Duty including discussion about acts of terrorism and extremist ideology and learn how to challenge these ideas with critical thinking skills.

Staff training and professional development will include explanation of schools' Statutory guidance on the Prevent duty under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

Staff wishing to book workshops by visiting speakers must advise the EVC – coordinator and complete the relevant Prevent Risk Assessments in the context of visiting speakers and Prevent Checklists.

- This ensures that school visitors respect our values and ethos in assemblies
- Workshops and assemblies which support the curriculum enable pupils to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education.)

Staff Training

Annual safeguarding updates include access to Tower Hamlets training for the Federation Prevent Leads. The SHH Federation curriculum review includes staff identifying opportunities which enable pupils to discuss issues of religion, ethnicity and culture. The schools promote fundamental British Values as part of SMCS (spiritual, moral, social and cultural education)] through social events, assemblies and the PHSE curriculum.

In LBTH the Prevent Education Officer is Jasmin.Phillips@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.

32. PEER ON PEER ABUSE (Bullying)

Children may be harmed by other children. 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'.

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
- 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.
- 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.

Historically many of the issues above and others i.e sexting were perceived to be relevant to secondary age plus. However, we know that younger primary children are exposed to peer or sibling experiences, sometimes referred to as ‘bullying’ which lead to or reflect these abusive behaviours. The schools focus on prevention work through Jigsaw PSHE Lessons, Assemblies and Critical Thinking to ensure pupils are informed that these types of behaviour choices are not acceptable or tolerated.

The Anti-Bullying Policies encourage pupils to report if incidents are serious or if ‘Several Times On Purpose, Start Telling Other People’.

All peer on peer abuse, discriminatory or bullying behaviour is reported to parents, HT/DSL and Governors. It is monitored and acted upon to improve behaviour outcomes and relationships.

The school has a zero tolerance for bullying. The Anti-Bullying policy reflects this. Our response to peer on peer abuse is through a restorative justice process; encouraging perpetrators to take responsibility for their behaviour choices, words and actions and ensure positive behaviour changes. We support victims and work to ensure that future conduct is prevented with guidance on how to safely challenge and report.

33. PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

KCSIE 2020 Part 5 states Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions, often quickly and under pressure.

It is important that school staff are alert to the possibility of sexual violence. Young children can, and sometimes do, abuse their peers in this way.

- When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003. See KCSIE 2020 Parts 1 and 5.
- When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated; it can include sexual comments, stories, remarks about clothes and appearance, or physical behaviour such as deliberately touching or interfering with someone's clothes or online sexual harassment. These are examples and not an exhaustive list.

34. SEXTING

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Young children and adults use mobile phones and cameras regularly and are often encouraged by family and friends to take 'instagram' type sharing pictures. Children need to be aware of what is and is not safe behaviour related to inappropriate images and messages online or text. Through NSPCC assemblies and age appropriate RSE /PSHE we aim to explore these sensitive issues.

Responsibilities when responding to a sexting incident is in line with UKCIS advice 'Sexting in schools and colleges'.

- **Report all incidents as per school records of concern.**
- **You must report it to the DSL immediately**

- **Do not** view, download or share imagery yourself or ask a pupil to download it. If you have already viewed the imagery by accident, you must report this to the DSL.
- **Do not delete the imagery or ask the pupil to delete it.**
- **Do not ask pupils who are involved in the incident to disclose information regarding the imagery** – this is the role of the DSL and TH safeguarding officers.
- **Do not share information with anyone other than the DSL** – no other members of staff, pupils, parents or carers.
- **Do not** do or say anything to blame or shame the young people involved.

DSL's refer to MASH

35. BULLYING (INCLUDING CYBERBULLYING)

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

The school's Behaviour Policy and Anti-bullying Policy includes cyber-bullying and is on the school website.

36. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. School encourages parents to let staff know about any changes to home circumstances so that we can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

37. CHILDREN AND THE COURT SYSTEM

Children are sometimes asked to give evidence in the courts, this can be stressful. School will work with children, parents and social workers referring to guidance resources in KCSIE 2020 Annex 1.

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School staff will work with offenders and their children, to help mitigate negative consequences for those children.

39. PRIVATE FOSTERING

Abuse and neglect are the main reasons for children being looked after be it through the care system, fostering or private fostering. It therefore makes children more vulnerable. Agencies need to work together to ensure that the legal status of the child and family is understood (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

The designated safeguarding lead should have details of the child's social worker and work with the virtual school head in the authority that looks after the child.

40. YOUNG CARERS

The Federation has a Young Carers Policy to Refer to.

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

41. 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 an online record of concern using CPOMS. Collect and record the appropriate information to support MASH referral form see Appendix 3
- seek support for yourself if you are distressed from the DSL or Deputy DSL.

42. EARLY HELP

What is Early Help?

Early Help is the term used by agencies in Tower Hamlets to describe how we provide support to children, young people and their families, as soon as problems start to emerge.

The aim is for families to get help as early as possible, so things don't get worse.

With the right support at the right time, things can actually improve. As a family member this might mean that you access Early Help support yourself or that professionals work with you and your family. As a professional it might mean that you help to identify support, provide the help or work with others to support the family.

Our approach

We are committed to:

- Identifying those children and families who would benefit from early support
- help families develop the capacity to resolve their problems and to build the support networks they need to ensure their children are safe and thriving
- ensure that all those working with families across the borough have a shared vision and understanding of how Early Help support is provided
- improve the effectiveness of the support on offer so that, less families need specialist services

- deliver a high quality Early Help service that makes a positive difference to the lives of families

Who provides the help?

Early Help can be provided by any one of the following organisations (or by a combination).

Where more than one organisation is involved in supporting your family, we will work together to create a single support plan which coordinates all our actions and activities.

Organisations and agencies that can provide Early Help include:

- Health, e.g. through Health visitors
- Schools, nurseries and colleges
- Voluntary and Community Organisations
- Police
- Housing providers
- Employment agencies with [WorkPath](#)
- Family Information and Advice Service
- [Children's Centres](#)
- Youth Hubs
- [Parenting programmes](#)
- [Domestic Abuse services and Victim Support](#)
- [Child Adolescence Mental Health Services](#) (CAMHS)
- Early Help and Transition team (working with adolescents)

For other services browse [the Local Offer directory](#) for an organisation that can help.

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

When concerns are identified or disclosed staff follow school procedures for reporting concerns so that we can establish how best to respond when thresholds for safeguarding referral are not met.

It usually starts with good, open and transparent communication with parents or carers about the concern situation or need.

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

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

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

If no Safeguarding Threshold is met, but there are some concerns around learning, health and or behavior of the child and or parent. We aim to have open and transparent communication with families supported by school staff who in addition to teaching have a pastoral focus. The school DSL will advise school staff raising the concern. **Some steps we take as an Early Help response include:**

- **Teacher & parent/s discussion** about the concerns –*agree convenient time preferably within 1 week.*
- **School team/parent meeting.** Teacher/ phase lead & or Inclusion Leader with parent/s discussion - *within a 2 week period.*
- **The outcome** may be to recommend an Early Help Assessment EHA for families, which is strongly recommended and voluntary.
- **The EHA supports communication between services and access to further support beyond school resources** i.e Family mentoring including Strengthening Families/Behaviour support strategies
- If the situation for the child does not improve
- the EHA is reviewed. If the threshold for referral to Children’s Social Care has been met, the parents will be advised. referral may include a multi-agency approach with Team Around the Child/Family meetings.

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

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

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

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

MASH:

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

Child Protection Advice Line

020 7364 3444

If a child has been receiving early help support from the school and other agencies and there is no improvement in the child's outcomes then the DSL 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

43. HANDLING DISCLOSURES

See school reporting poster for quick summary information: school reception office, staffroom, classrooms, HT/DH/Inclusion Lead/ Learning Mentor offices. Appendix

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. 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.

See Poster for Federation Safeguarding Referral Process in each school Appendix

- Report all concerns via CPOMS
- Consult the school's DSL for further guidance.

Transparent Communication with Parents

The DSL will contact the parents and be open and transparent about school concerns or disclosures. However, if a disclosure or situation implicates a parent and could put the child in further risk of harm if the parent were to be informed the DSL will seek advice from the Tower Hamlets Child Protection advice line.

The DSLs follow Safeguarding and Child Protection guidance for reporting concerns and information sharing.

The DSL will notify parents of a disclosure unless to do so would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so. If a section 47 order is applied parents will be informed there is a safeguarding concern but not what the concern is until the child has been spoken to by social worker or police.

A referral to children's social services is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention.

44. CONFIDENTIALITY AND SHARING INFORMATION

Staff should not assume a colleague or another professional would 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, Deputy DSL or the headteacher.

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

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

It is always preferable for the schools to gain parent/carer consent when referring safeguarding concerns to work with children's services.

- Parent consent for referral to Early Help Hub and MASH supports families and schools to address concerns and issues. Supportive collaboration is preferable and in the best interests of all.
- If it is not possible to gain consent then the school may still make a referral without consent because failure to do so would put the child at further risk of harm.
- All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Children's Social Care if they believe there is a possibility that a child may be suffering from abuse or neglect.

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.

45. 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:

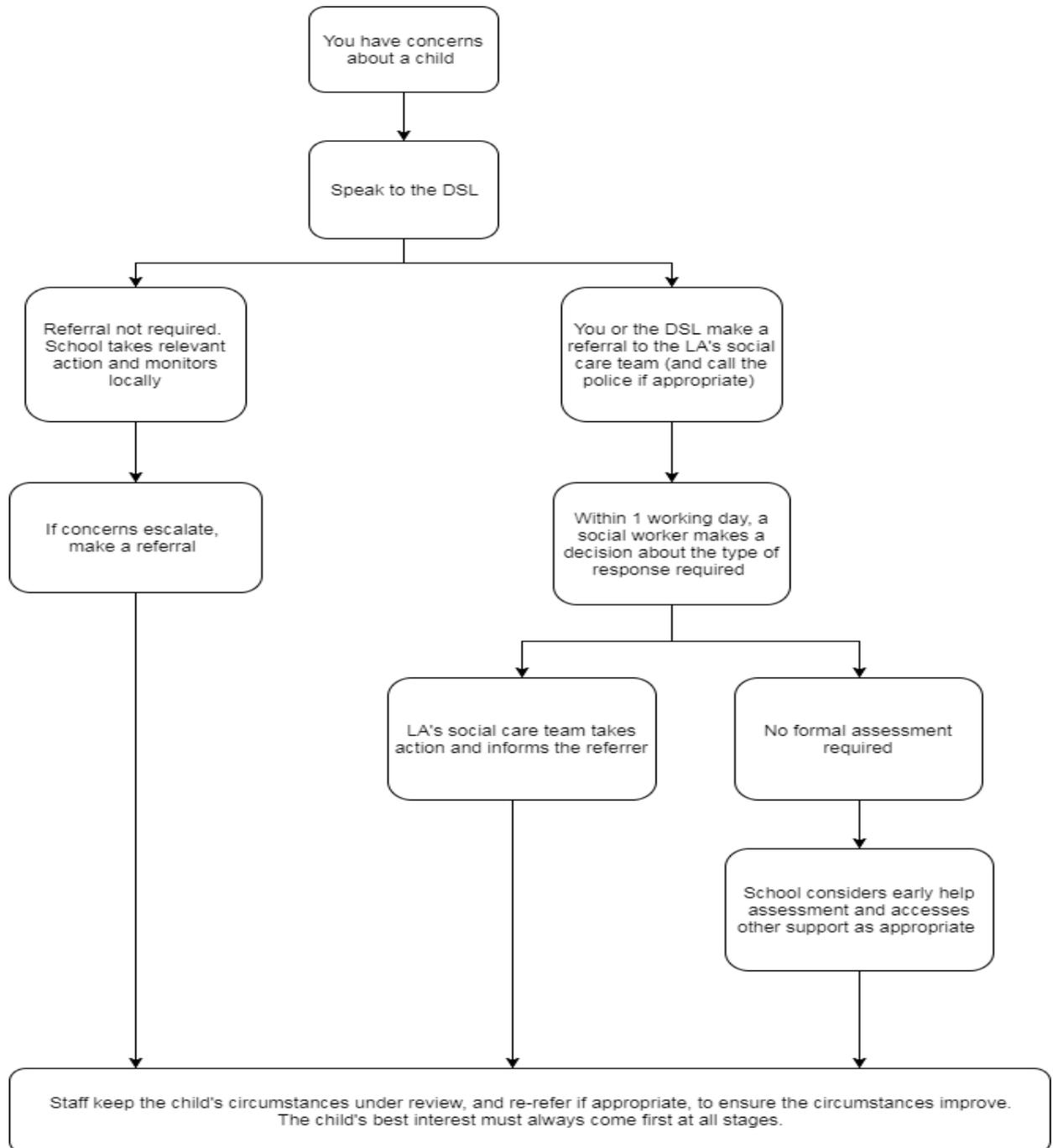
020 7364 3444

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.

From September 2020 the school will use an online reporting system called CPOMS to record and manage allegations of abuse.

There are different access levels, which are managed by the headteacher as the lead DSL.



- **If a child is considered to be at risk of harm or immediate danger** - staff must inform the DSL immediately.
- **A referral will be made to children's social care and or police immediately.**

46. 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

<https://proceduresonline.com/trixcms/media/1371/guidance-final-th-multi-agency-threshold-v7.pdf>

The DSL will first make contact with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.

Appendix 1: MASH Poster

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

<https://cpoms.hague.net>

<https://cpoms.stewartheadlam.net>

+ login details and code identification

Appendix 3: MASH Interagency Referral Form

Appendix 4: THSCP Managing Allegations Flowchart

Appendix 5: SHH Child Protection Poster - Reporting Safeguarding Concerns in each school.

Appendix 1:

Tower Hamlets
Safeguarding
Children
Board



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

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

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

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

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

Important contact information:

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

September 2020

Tower Hamlets
Safeguarding
Children
Board



MULTI – AGENCY SAFEGUARDING HUB (MASH)

0207 364 3444
/ 5601 / 5606

direct line 9.00am – 5.00pm weekdays
(not including public holidays)

Designated
Safeguarding
Lead:.....

Date.....

Appendix 2 CHILD PROTECTION RECORD OF CONCERN – can be used to support CPOMS reporting.

TO BE COMPLETED AND HANDED TO HEAD OR DEPUTY WITH ANY NOTES OR DRAWINGS TAKEN AT THE TIME. Please hand in person or email to Federation School DSL by end of school day.

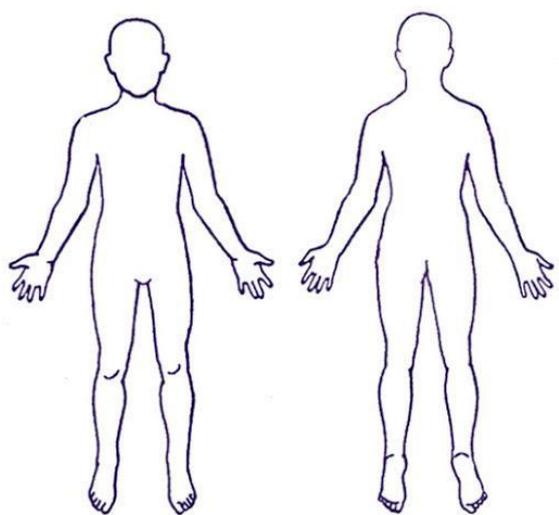
Full Name of Child:	Class:	Date:	Gender	D.O.B
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Siblings(specify whether in school):	Any concerns you know about siblings?
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Nature of Concern: Physical / Emotional / Neglect / Sexual / Other	Re
	ported By:

Address:	Ethnicity:	Translator Y / N / DK
-----------------	-------------------	------------------------------

Details of Concern – (facts only)

Front	Back
	

Please label any injury or body mark as appropriate to concern.

Designated Child Protection Officer Section		
Does the child have a Statement of SEN/EHC Plan?	Is there Child Protection , Child in Need, Team around Child or Family?	Previous Referrals:
Action By DSL		
Reported to Duty Officer (inc name, time, date, outcome)	Referred to another agency: Specify details.	
Recommendation of further action		
Date Received :	Name of DSL:	
	Signed:	

Appendix 3: INTER-AGENCY REFERRAL FORM

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

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

SECTION A: CHILD/YOUNG PERSON						
Family Name				Forename/s		
DOB/EDD		M	F	*Ethnicity code	Religion	
Child's first language				Is an interpreter or signer required?		
Address						
Postcode				Tel.		
Current address if different from above						
Postcode				Tel.:		
<i>*ONS Ethnicity Codes: White British 1a; White Irish 1b; White other 1c; White & Black Caribbean 2a; White & Black African 2b; White & Asian 2c; Other Mixed 2d; Indian 3a; Pakistani 3b; Bangladeshi 3c; Other Asian 3d; Caribbean 4a; African 4b; Other Black 4c; Chinese 5a; Other ethnic group 5b</i>						

SECTION B: CHILD/YOUNG PERSON'S PRINCIPAL CARERS				
FULLNAME	DOB	Relationship to child	Ethnicity code	Parental responsibility

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

SECTION C: OTHER HOUSEHOLD MEMBERS				
FULL NAME	DOB If known	Relationship to child/ young person	Ethnicity code	Tick if also referred

SECTION D: OTHER SIGNIFICANT PEOPLE IN THE CHILD/YOUNG PERSON'S LIFE, INCLUDING OTHER FAMILY MEMBERS			
FULL NAME	Relationship to child/young person	Address	Tel No

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

The parent/carer has given consent to the referral.		
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SECTION F: INFORMATION ON STATUTORY STATUS

	Y/ N	Please give details of name of child/young person, dates, category (if known)
Any child in family is/has been on the disability register?		
Any child in family is/has been on the child protection register (CPR)?		
Any child or other family member has been looked after by a local authority?		

SECTION G: KEY AGENCIES INVOLVED

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

SECTION H: INFORMATION SUPPORTING THIS REFERRAL

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

REASON FOR REFERRAL/REQUEST FOR SERVICES

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

Scale how safe you think the child is:

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

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

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

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

What convinced you to take action now and contact us?

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

What do you see as the cause of the problem?

What do you expect to happen as a result of this notification?

**SECTION I: DETAILS OF REFERRER
AND SOCIAL WORKER TAKING REFERRAL**

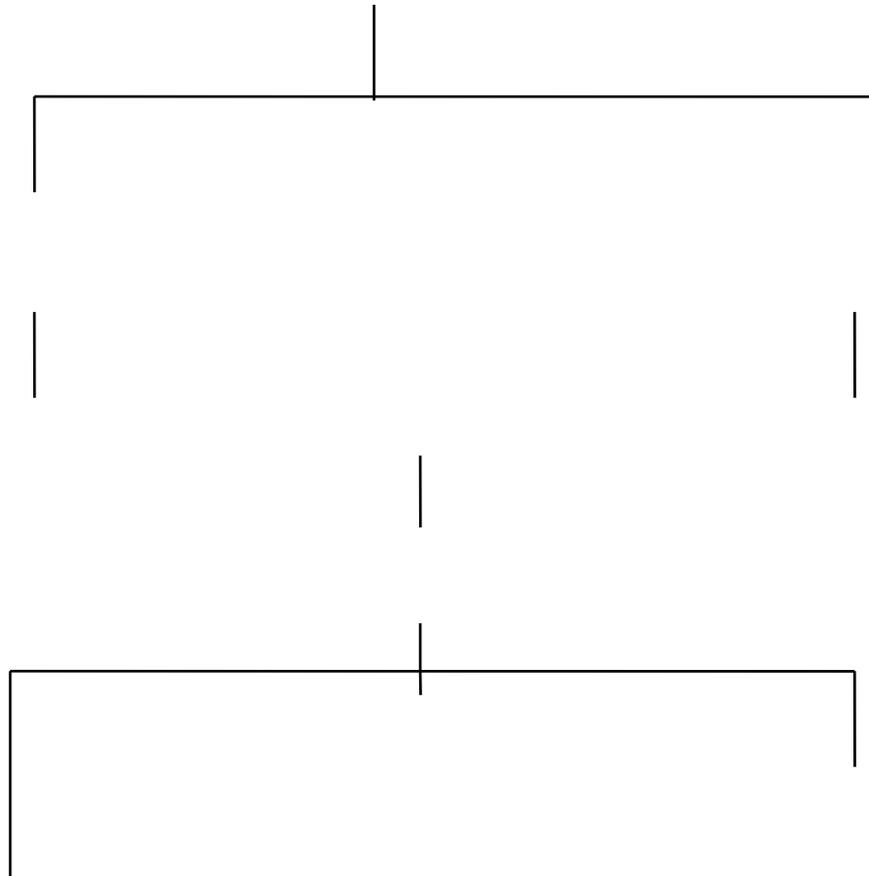
Name of worker completing this referral (please print)	
Agency	
Address	

Ward/Consultant			
Telephone number			
Signature		Date	

Name of social worker taking referral			
Team		Date	
Social work context scale (for social worker to complete): <i>On a scale of 0 to 10 with 0 being this is the worst case that the agency has ever worked with and 10 indicates that this is a case the agency would take no further action with, where would you rate yourself?</i>			

Overview of Procedure for Managing Allegations against Staff and Volunteers Working with Children in Schools and Education Settings

Allegation of professional abuse
received by Designated Safeguarding
Lead



Contact made with Local Authority Designated Officer (LADO)

0

020 7364 0677

Contact made with Multi-Agency Safeguarding Hub (MASH)

020 7364 3444 / 5601 / 5606

LADO maintains a record of case flow on MIS

Contact recorded on Children's Social Care Case Management Information System (MIS)

Decision on progression of referral made by LADO in liaison with School/Setting, Children's Social Care and the Police as necessary

ASV Strategy meeting convened by LADO in conjunction with relevant professionals

Matter to be dealt with by
Employer with advice and support
from HR Provider /
Education Safeguarding as

Agencies/Persons invited to a multi-agency ASV meeting if appropriate can include

Alleged Perpetrator-Tower Hamlets employees	Alleged Perpetrator-Others
<ul style="list-style-type: none"> ● LADO ● Education Safeguarding ● Police ● HR Provider ● Service Manager/Employer ● School Chair of Governors / Setting Manager ● Named Senior Officer (Christine McInnes) 	<ul style="list-style-type: none"> ● LADO ● Education Safeguarding ● Police ● Muslim Children's Safeguarded Co-ordinator ● Service Manager/Employer ● Chair of Governors/Management Committee ● HR Provider

Hague Child Protection Procedures 2020-2021

If you have concerns about a child, take immediate action.
Speak directly with the school's DSL. This includes PREVENT concerns for radicalisation or extremist behaviour.
You may be asked to complete a ROC record of concern on CPOMS
 If the safeguarding concerns are about the conduct of the Headteacher, contact the Chair of Governors: Mike Coleman or Local Authority Designated Officer: Melanie Benzle tel: 0207 364 0677

Hague DSL & Prevent Officers

Judy Knappett
 Headteacher

 Deputy DSL
 Sue Walsh

- ↑ Stay calm. Ensure the child is safe and reassured.
- ↑ Observe & Listen carefully to what is actually said. Use open questions, 'Tell me more, Explain, Describe what happened.' TED
- ↑ Don't promise to keep secrets, information needs to be shared, but reassure it keeps everyone safe.
- ↑ Record what is actually said . (It may be required in court)
- ↑ Share your concerns directly with the DSL and anything that has been said/done. Give your notes to the DSL. Don't speak to others it may compromise the child's safety or possible investigation.
- ↑ Complete Record of Concern- hague.qpoms.net

School Action

 Other Agency Action

Referral not required. DSL takes relevant action based on school pastoral support or Tower Hamlets Early Help

- MASH Referral not required.
- Monitor using Records of Concern ROC and Vulnerable Child Register.

Referral made to DSL if concerns continue or escalate

Designated Safeguarding Lead or staff make referral to children's social care (and call police if appropriate.)
 DSL refers to MASH 020 7364 5008 (Option 3) 020 7364 5801/5806

 OR GP Advice Line 020 7364 3444

- Social Inclusion Panel for Prevent Issues
- Police called if appropriate.
- Parents advised unless immediate risk.

Tower Hamlets Duty Officer/Social Worker makes the decision about the type of support required within 24hrs.

Child in need of immediate protection.
Referrer Informed

Section 47 enquiries required.
Referrer Informed

Section 17] Enquiries appropriate
Referrer Informed

No formal assessment required.
Referrer Informed

Appropriate emergency action taken by social services, police or NSPCC

Identify child at risk of significant harm. Possible child protection plan

Identify if child in need and identify appropriate support

School considers pastoral support and/ or Early Help Assessment, accessing universal services and other support agencies.

Staff will be informed by the DSL on 'a needs to know' basis of any school support action specifically required by key members of staff. Staff should do everything they can to support social workers.

Staff must always keep the child's circumstances under review, let the DSL know for DSL to re-refer if still concerned. This is to ensure the child's circumstances improve. The child's best interests must always come first.

Remember, 'It could happen at Hague and it could happen to anyone.'

Stewart Headlam Child Protection Procedures 2020-2021

If you have concerns about a child, take immediate action.
Speak directly with the school's DSL. This includes PREVENT concerns for radicalisation or extremist behaviour.
You may be asked to complete a ROC record of concern on CPOMS
 If the safeguarding concerns are about the conduct of the Headteacher, contact the Chair of Governors: Mike Coleman or Local Authority Designated Officer: Melanie Benzie tel: 0207 364 0677

Stewart Headlam DSL & Prevent Officers

 Cathy Gillespie
 Headteacher

 Deputy DSL
 Nilfiar Chowdhury

- ✚ Stay calm. Ensure the child is safe and reassured.
- ✚ Observe & Listen carefully to what is actually said. Use open questions, 'Tell me more, Explain, Describe what happened.' TED
- ✚ Don't promise to keep secrets, information needs to be shared, but reassure it keeps everyone safe.
- ✚ Record what is actually said . (It may be required in court)
- ✚ Share your concerns directly with the DSL and anything that has been said/done. Give your notes to the DSL. Don't speak to others it may compromise the child's safety or possible investigation.
- ✚ Complete Record of Concern – stewartheadlam.cpoms.net

School Action

 Other Agency Action

Referral not required. DSL takes relevant action based on school pastoral support or Tower Hamlets Early Help

- MASH Referral not required.
- Monitor using Records of Concern ROC and Vulnerable Child Register.

Referral made to DSL if concerns continue or escalate

Designated Safeguarding Lead or staff make referral to children's social care (and call police if appropriate.)
 DSL refers to: MASH 020 7364 5006 (Option 3) 020 7364 5801/5808

 OR CP Advice Line 020 7364 3444

- Social Inclusion Panel for Prevent Issues
- Police called if appropriate.
- Parents advised unless immediate risk.

Tower Hamlets Duty Officer/Social Worker makes the decision about the type of support required within 24hrs.

Child in need of immediate protection.
 Referrer Informed

Section 47 enquiries required.
 Referrer Informed

Section 17] Enquiries appropriate
 Referrer Informed

No formal assessment required.
 Referrer Informed

Appropriate emergency action taken by social services, police or NSPCC

Identify child at risk of significant harm. Possible child protection plan

Identify if child in need and identify appropriate support

School considers pastoral support and/ or Early Help Assessment, accessing universal services and other support agencies.

Staff will be informed by the DSL on 'a needs to know' basis of any school support action specifically required by key members of staff. Staff should do everything they can to support social workers.

Staff must always keep the child's circumstances under review, let the DSL know for DSL to re-refer if still concerned. This is to ensure the child's circumstances improve. The child's best interests must always come first.
Remember, 'It could happen at Stewart Headlam and it could happen to anyone.'