



# St. Luke's Safeguarding and Child Protection Policy

From September 2022

Next review: Sept 2023

**Scope of Policy:**

This policy applies to all staff, pupils and volunteers at St Luke's Primary School

<b>Contents</b>	<b>Page</b>
1. Introduction	4
2. Ethos and Environment	4
3. CP & Other relevant policies	5
4. School commitment and aims	6
5. Core safeguarding principles	7
6. Purpose of policy	7
7. Safeguarding Legislation and Guidance	7
8. THSCP Supplementary Safeguarding Guidance.	8
9. Tower Hamlets Safeguarding Children Partnership	8
10. Key Definitions	9
<b>Safeguarding: Roles and Responsibilities</b>	
11. Roles and responsibilities	9
12. The DSL's	10
13. The Safeguarding Team	11
14. The Headteacher	11
15. The Governing Body	12
16. Child Protection files.	12
<b>Children who are potentially more vulnerable to risk of harm</b>	
17. Children more vulnerable to risk of harm.	13
18. Children in need of a social worker	14
19. Children requiring mental health support	14
20. Looked After Children & Previously Looked After Children	14
21. Children with Special Educational Needs and Disabilities	15
22. Children Missing in Education & Missing Children	16
23. Elective Home Education	17
<b>Staffing and issues associated with staff.</b>	
24. Whistle Blowing	17
25. Allegations Against Staff	18
26. Staff Training	19
27. Safer Recruitment and Selection of Staff	20
28. Visitors	20
29. Extended School and Off-Site Arrangements.	21
<b>Issues related to online and digital safety</b>	
30. Staff/Children Online Relationships	22
31. Use of mobile phones	23
32. Use of cameras: photography and images	23
<b>Recognising abuse</b>	
33. Identifying Abuse	23
34. Indicators of Abuse	24
35. The Voice of the Child	24
<b>Specific safeguarding issues</b>	
36. Child Sexual Exploitation (Including County Lines)	25
37. Child Criminal Exploitation	25
38. Serious Youth Violence	28
39. Online Harms	28
40. Domestic Abuse	30
41. Honour Based Abuse	31
42. Female Genital Mutilation	31
43. Forced marriage	31
44. Radicalisation and Extremism	32
45. Prevent	32
46. Child on Child Abuse	34
47. Child on Child Sexual Violence & Sexual Harrassment	35
48. Serious Violence	36
49. Upskirting	37
50. Sexting	37
51. Sharing nudes and semi-nudes/Youth Produced Sexual Imagery.	38
52. Bullying including Cyber Bullying	40
53. Racist Incidents	40

54. Homelessness	40
55. Children and the Court System	40
56. Children with Family Members in Prison	41
57. Private Fostering	41
58. Young Carers	41
59. Child Abduction and Community Safety Incidents	41
60. Modern Day Slavery	42
<b>Safeguarding action and procedures.</b>	
61. Taking Safeguarding Action.	42
62. Early Help	42
63. Handling Disclosures	44
64. Confidentiality and Sharing Information	44
65. Referring to Social Care	46
66. Escalation Procedures	46
<b>Appendices</b>	
1. Appendix 1: Safeguarding Procedure for Staff	48
2. Appendix 2: Referral Route for Safeguarding Concerns	49
3. Appendix 3: Prevent Referral Route	50
4. Appendix 4: MASH poster	51
5. Appendix 5: School record of concern form	53
6. Appendix 6: MASH interagency referral form	55
7. Appendix 7: THSCP Managing Allegations flowchart	60
8. Appendix 8: Sexting: how to respond to an incident (UK Council for Child Internet Safety)	61

## 1. Introduction

At St. Luke's our motto is: '**Hearts overflowing with truth and love**'. This motto is in full effect as we seek to support and protect every child entrusted into our care.

Action taken to promote the welfare of children and protect them from harm is everyone's responsibility. '**Everyone** who comes into contact with children and families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.' *Keeping Children safe in Education, September 2020.*

St. Luke's is a vibrant school that serves a diverse population including all religions, faiths, cultures, family models and backgrounds. Staff working in our school cannot make assumptions based on their own experience of life to date. They must maintain an open mind whilst being vigilant to what is in the best interests of the child, and they must maintain an attitude of '**it could happen here**' where safeguarding is concerned.

At St. Luke's we recognise that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy has been developed to ensure that all adults in St Luke's School are working together to safeguard and promote the welfare of pupils. It describes the management systems and arrangements in place to create and maintain a safe learning environment for all St Luke's Primary School pupils and staff. It identifies actions that should be taken to address any concerns about pupil welfare.

The Headteacher or, in their absence, the member of staff deputising for them, has the ultimate responsibility for safeguarding and promoting the welfare of pupils.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all the activities and functions of St Luke's Primary School. Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils. Procedures within the Safeguarding and Child Protection policy apply to all staff, including agency, volunteers and governors and have been written in accordance with guidance set out in:

- Keeping children safe in education, September 2020
- Tower Hamlets Safeguarding Children Partnership supplementary guidance (THSCP)
- The London Child Protection Procedures, London Safeguarding Children Board 5<sup>th</sup> Edition 2015
- 'What to do if you're worried a child is being abused' 2015
- Safeguarding disabled children practice guidance, July 2009

## 2. Ethos and environment

At St Luke's we have a clear set of values that describe the virtues that we hope all children and adults involved in the school community will observe. These include partnership, safety, kindness, respect and honesty. In implementing these we strive to create and maintain a safe learning environment where all pupils and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical well being of pupils and staff.

The London Borough of Tower Hamlets Early Help Strategy, continuum of need and thresholds guidance, Education Health and Care Plans (EHC) and the Early Help Assessment (EHA) are embedded into everyday practice and procedures when responding to pupils' needs.

Pupils have access to appropriate curriculum opportunities, including emotional health and well being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

At St Luke's we recognise our place in supporting, through education, the London Borough of Tower Hamlet's commitment to being an anti-racist borough. School is aware that children from ethnically diverse groups can be at risk of adultification, whereby their vulnerability as a child may be minimised due to racial

bias and stereotypes impacting professional judgement. All staff are committed to ensuring that equity, diversity and inclusion remain at the centre of the school's safeguarding culture, so that all children receive the care, support, and protection they have the right to receive.

### **3. Safeguarding and Child Protection Policy**

St Luke's Safeguarding and Child Protection Policy can be found on the school's website: <https://www.st-lukes.towerhamlets.sch.uk/> so that all stakeholders involved in the school, whether staff, governors or parents, can access it and familiarise themselves with it.

For staff it is also saved on One Drive in All staff: Documents: Safeguarding 2022. Any issues please ask Absana Begum, in the school office, who will help you to locate a copy.

#### **Other relevant policies**

The Governing Body's responsibility for safeguarding the welfare of children goes beyond pure child protection. This policy therefore complements and supports a range of other policies, procedures and curriculum initiatives including:

- Acceptable Use and Internet Safety
- Anti-bullying
- Attendance
- Behaviour
- Code of Conduct
- Complaints procedure
- Confidentiality
- Covid19 School closure arrangements
- Equal Opportunities
- First Aid and the Administration of Medicines
- Health and Safety
- Looked After Children Policy
- Managing allegations against staff
- Offsite Trips and Visits
- PSHCE: Personnel, Social, Health and Citizenship Education
- Physical Intervention
- Safer Recruitment
- Relationships and Sex Education
- Single Central Record
- Special Educational Needs
- Whistle Blowing

Most of these can be found on the school's website:

<https://www.stlukes.towerhamlets.sch.uk/>

Unless they only apply to staff in which case that can be found in the policies folder on the 'All staff' shared One Drive as detailed above.

Safeguarding policies will be reviewed annually by the Safeguarding Leads, Head Teacher and Governing Body, unless new legislation or guidance calls for an immediate need to review in between times.

#### **4. School commitment to safeguarding and aims**

At St Luke's Primary School, we are committed to ensuring that appropriate procedures are in place for responding to situations in which we believe that a child has been harmed/abused or is at risk of harm/abuse, including procedures to cover circumstances in which a member of staff is accused of, or suspected of, causing harm/abuse. This includes:

- Maintaining children's welfare as a paramount concern – at all times we consider what is in the child's best interests;
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- Providing suitable support and guidance so that pupils know how to approach adults if they are experiencing difficulties or are worried;
- Including opportunities in the PSHE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- Raising the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensuring all staff are able to recognise, and are alert to, signs of abuse;
- Ensuring all staff know they must report any concerns or suspicions to the Designated Safeguarding Leads, listed in this policy;
- Ensuring there is an effective structured procedure in place to be followed by all members of the school community in cases of suspected abuse;
- Providing a systematic means of monitoring children who have been identified as "in need" or at risk of harm;
- Keeping confidential records which are stored securely and shared appropriately with other professionals;
- Ensuring procedures are in place for dealing with allegations of abuse against members of staff and volunteers;
- Establishing effective joint working relationships with all other agencies involved in safeguarding children and ensuring that the school contributes effectively to external assessments of need and support plans;
- Operating safer recruitment procedures and making sure that all appropriate checks are carried out on new staff who work with pupils (see Safer Recruitment Policy);
- Ensuring that all adults (including other community users of our facilities) have been checked as to their suitability;
- Ensuring that all staff agencies are aware of the school's safeguarding procedures and policy and are made aware of any safeguarding concerns in relation to agency staff.
- Working with parents to build an understanding of the school's duty to safeguard and promote the welfare of all children, including the necessity for child protection policy and procedure, information sharing and work in partnership with other agencies.

## **5 Core safeguarding principles**

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

These 6 core principles are embedded within the school's safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at St-Luke's.

## **6. 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.

## **7. 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)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018 (Updated December 2020)
- 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
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)
- Human Rights Act 1998 (legislation.gov.uk)
- Equality Act 2010 Advice for schools
- The Public Sector Equality Duty (a legal requirement for schools and colleges that are public bodies.)

## 8. THSCP (Tower Hamlets Safeguarding Children Partnership) Supplementary Safeguarding Guidance

- 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

## 9. 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 statutory safeguarding partners, namely: the **Local Authority** (Children Services), **Health** (Tower Hamlets Clinical Commissioning Group) and Tower Hamlets Borough **Police** now collectively hold statutory responsibilities for safeguarding children and 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-lsrb/>

- **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.

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

The school will engage with the borough's Designated Safeguarding Leads forums, co-operate with the Rapid Review process and any Local Learning Reviews, participate in the 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.

## 10. 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.

## 11. Roles and responsibilities

The role of the school is to contribute to the identification, referral and assessment of children in need, including children who may have suffered, are suffering, or who are at risk of suffering, significant harm.

The school may also have a role in the provision of services to children in need and their families. The role of the school in situations where there are child protection concerns is not to investigate but to recognise and refer.

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

All staff have a responsibility to provide a safe environment in which children can learn and also feel safe enough to disclose and issues.

All staff have a responsibility to report safeguarding concerns immediately to the DSL. (See appendices for referral forms and safeguarding procedures) If in doubt about any safeguarding matter, staff should always speak to the DSL.

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

The Governing Body/Trustees/Proprietor have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, and ensure that school's safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective. In accordance with the statutory requirement the named member of the Governing Body who takes leadership responsibility for safeguarding at the school is referred to as the Safeguarding Link Governor.

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

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

## 12. The Designated Safeguarding Leads (DSL):

The DSLs and Deputy have a specific responsibility for championing the importance of safeguarding and promoting the welfare of pupils registered in the school. They take the lead responsibility for safeguarding arrangements within the school on a day-to-day basis. They will have the complete safeguarding picture and are the most appropriate people to advise on the response to safeguarding concerns.

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, with the welfare of the child underpinning 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;
- keeping detailed, accurate, secure written records of concerns and referrals;
- participating in strategy discussions and inter-agency meetings and having a working knowledge of how local authorities conduct child protection conferences and child protection reviews, so as to attend and contribute to these effectively;
- 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;
- supporting the school with regards to the requirements of the Prevent duty and providing advice and support to staff on protecting children from the risk of radicalisation;
- understanding of the unique risks associated with online safety and be confident in the knowledge required to keep children safe whilst they are online at school or college;
- recognising the additional risks that children with SEN and disabilities (SEND) face online, and confident they have the capability to support SEND children to stay safe online;
- 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;
- attending the borough's termly safeguarding briefings, and subscribing to Andrew Hall's Safeguarding briefings, to understand and keep up with any developments relevant to their role;
- ensuring the school or college's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

The Deputy DSLs are trained to the same level as the DSL's and support them with safeguarding matters.

If the DSL's or Executive Head Teacher/Head of School are unavailable, please contact the deputy DSL, or other members of the Safeguarding Team, who will deal with/record the concern and/or make contact with the DSL's or necessary authorities.

All Staff are expected to keep safeguarding values at the centre of their conduct, referring concerns immediately to the DSL. The best interests and voice of the child of the child should determine their behaviour and actions, as should the values and ethos of the school (set out above).

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.

### **13. St Luke's Safeguarding team (including implementing the Prevent strategy)**

<b>Designated Safeguarding Lead:</b>	Rachel Harvey.
<b>Deputy Designated Safeguarding Lead:</b>	Rebecca Abrahams, Executive Head teacher
<b>Deputy Designated Safeguarding Lead:</b>	Christine Collins
<b>Designated Safeguarding Link Governor:</b>	Rachel Clapham
<b>Deputy Safeguarding Link Governor:</b>	
<b>Online Safety Governor:</b>	
<b>Designated teacher for Looked After Children:</b>	Rachel Harvey
<b>Additional safeguarding team members:</b>	SENCO School Psychological Therapist, Fiona Treasure Administrative officer, Absana Begum

#### **Availability**

During term time the designated safeguarding leads (or deputy) will always be available for staff to discuss any safeguarding concerns. Out of hours, all staff have the Executive headteacher's mobile number, and are invited to call her with any concerns that they have. Her mobile is: 07932 995 213.

Please note that Rachel Harvey (DSL) works, presently mainly remotely, 3 days a week. Working days are usually: Tuesday, Wednesday and Thursday. Any alterations to these working days will be put into the weekly briefing. For more information, contact e-mails and numbers, please refer to Safeguarding Procedure for Staff and Referral Route for Safeguarding Concerns (Appendix 1 and Appendix 2)

To protect the children at St. Luke's, this team meets every 2 weeks. For dates and times of each meeting, please refer to the school's Monitoring and Evaluation Schedule, which is published annually. The frequency of meetings is to ensure that progress is being made for every child, and that prompt, joined up action is being taken when required.

#### **14. The Executive Head teacher will ensure that:**

- The policies and procedures adopted by the Governing Body to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including volunteers;
- The procedures laid down by the London Child Protection Procedures 5th Edition are followed;
- Safer recruitment and selection of staff and volunteers is practiced;
- Our Executive headteacher is the school's Strategic Safeguarding Lead - who is designated to take strategic responsibility for safeguarding within the school which includes work associated with Prevent.
- A Designated Safeguarding Lead(s) for day to day management of safeguarding and child protection – the Safeguarding Lead - is identified and receives appropriate on-going training, support and supervision.
- All members of the school's Safeguarding Team ensure that Prevent issues have been addressed in our school policy and practice. The term 'Safeguarding' when used, incorporates all work associated with the Prevent agenda.
- Sufficient time and resources are made available to enable the Designated Safeguarding Lead(s) to discharge their responsibilities, including attending inter-agency meetings, contributing to the assessment of pupils, supporting colleagues and delivering training as appropriate.

- All staff and volunteers receive appropriate training which is updated **annually**. This includes ensuring that all staff understand the role of the Designated Safeguarding leads;
- All staff have read Part 1 and Appendix A of 'Keeping Children Safe in Education, September 2020' and have signed to verify they have read, understood and will comply with all school policies and guidance, as well as Part 2 of the Teachers' Standards: 'Personal and Professional Conduct';
- All temporary staff and volunteers are made aware of the school's safeguarding policy and arrangements;
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the pupils and such concerns will be addressed sensitively and effectively;
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils;
- Confidential child protection files are securely stored in a separate filing cabinet apart from normal pupil records and with access confined to the Strategic Safeguarding Lead and the Designated Safeguarding Leads.

#### **15. The Governing Body of the school will ensure that:**

- A member(s) of the Governing Body is identified as the Designated Link Governor for Safeguarding and receives appropriate training. The identified Link governor(s) will provide the governing body with appropriate information about safeguarding and Prevent and will liaise with the Designated Safeguarding Lead(s);
- The Executive head teacher is the Strategic Safeguarding Lead, who is designated to take strategic leadership responsibility for safeguarding within the school;
- The Designated Safeguarding Lead(s) undertake training, in addition to basic child protection training, and refresher training at two-yearly intervals;
- The school's safeguarding policy is regularly reviewed and updated and the school complies with local safeguarding procedures;
- When the safeguarding policies are reviewed and shaped, the experiences and expertise of their staff will be taken into account;
- The school operates safer recruitment and selection practices including appropriate use of references and checks on new staff and volunteers;
- Procedures are in place for dealing with allegations of abuse against members of staff and volunteers and these are in line with local procedures;
- All staff and volunteers who have regular contact with pupils receive appropriate training which is updated annually;
- A section 11 self-assessment of safeguarding duties and child protection is provided to the Local Safeguarding Children's Board by the Strategic Safeguarding Lead;
- Appropriate filters and monitoring systems are in place that do not lead to unreasonable restrictions as to what children can be taught. In practice, an example of this would be making sure that the school does not block so much internet traffic that the children are then unable to learn about making wise choices;
- Children are taught about safeguarding, including on line, through teaching and learning opportunities, as part of a broad and balanced curriculum;
- The curriculum is monitored to ensure aspects of safeguarding are embedded and that there is continuity across the key stages.

#### **16. Child protection files.**

Where children leave the school or college ensure their child protection file is transferred to the new school or college at the start of the new academic year. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. In addition to the child protection file, the designated safeguarding leads will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that will allow the new

school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

At St Luke's we maintain a variety of records on children. We have our management information system which maintains up to date information on pupils on the school roll including where and with whom the child is living, emergency contact information and attendance.

We use Otrack to help us to track children's progress in their learning and attainment.

Additionally, the Designated Safeguarding team maintain confidential records of referrals to and support from other agencies, pastoral concerns, records of any statutory interventions/services and any other significant events in a child's life. These records are only available on a password protected folder on the school's network or in a locked filing cabinet in the Executive headteacher's office and access to them is strictly controlled by the Designated Safeguarding leads. All information is treated sensitively and is only shared on a 'need to know' basis and when it is in the best interests of the child.

## **17. Children more vulnerable to risk of harm**

All staff should recognise that all children are vulnerable but that some children may be more vulnerable than others and at more risk of harm.

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- Is LGBTQ. Whilst being LGBTQ is not in itself an inherent risk factor for harm, children who are LGBTQ, or perceived as such, can be targeted by other children. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. Staff must endeavour to provide a safe space for children to speak out and share their concerns.
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

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

## **18. Children in Need of/with 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. Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged 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.

School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services. Staff with concerns about a child who has previously had social worker intervention should refer immediately to the DSL and safeguarding team, who will consider next steps and appropriate additional support.

The school will co-operate with the Virtual School, which now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker.

## **19. Children requiring Mental Health Support**

All staff have an important role in supporting the mental well-being of children and are well placed to observe and identify behaviour that may suggest a child is experiencing a mental health problem, or be at risk of developing one.

All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff should be aware of the trauma, mental health, behaviour and educational impact that adverse childhood experiences, including abuse, bereavement and separation of parents, can have on a child; often resulting in lasting impact throughout childhood, adolescence and into adulthood (KCSIE 2020)

Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health.

All staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

If staff have a mental health concern that is **not** also a safeguarding concern, they will clearly record any concerns they may have, regarding the mental health of the child, and refer to the DSL to agree a course of action. These might include referring the child to the school's Psychological Therapist (Mental Health Lead: Fiona Treasure) or a referral to CAMHS.

If staff have a mental health concern about a child who is also a safeguarding concern, immediate action will be taken, following the school's Safeguarding and Child Protection Policy and speaking to the designated safeguarding lead or a deputy. (The DFE has published advice and guidance on Mental Health and Behaviour in Schools). If the child is already a safeguarding concern, the school might refer to CP or to Early Help for advice.

## **20. Looked after children and previously looked after children**

Children who are looked after, or have left care (through adoption, special guardianship or child arrangement orders or who were adopted from state care outside of England or Wales) remain vulnerable, both for safeguarding and child protection reasons and, consequently, often underachieve in their learning. It is

essential that we work closely with additional agencies to support all children at St. Luke's who are, or who were, in care.

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.

At St. Luke's our Designated teacher for Looked After Children is Rachel Harvey (DSL). We have a separate 'Looked After Children' policy. The Designated teacher for Looked After Children will work with the Virtual School and ensure that PEP's are undertaken, reviewed and evaluated with the parent, Virtual School teacher, class teacher and SENco as necessary.

The Designated teacher for Looked After Children will notify the teacher if a child who is looked after, or was previously looked after, is in their class or care. The school's role will be to exercise continued vigilance, to ensure that the child continues to be safe, and to make educational progress, and will take swift and effective action in line with our procedures if we have any concerns. Teachers will need to consider adjustments and interventions to enable a child to catch up or progress further with their learning.

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

## 21. SEND Children

Any child with a disability is by definition a 'child in need' under section 17 of the Children Act 1989 and disability has been shown to confer an increased level of vulnerability. Studies have shown that disabled children are 3.8 times more likely to be neglected, 3.8 times more likely to be physically abused, 3.1 times more likely to be sexually abused and 3.9 times more likely to be emotionally abused.

At St Luke's we understand and are aware that children with special educational needs (SEND) or physical health issues can face additional safeguarding challenges.

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

- Force feeding
- Unjustified or excessive physical restraint
- Rough handling
- Extreme behaviour modification including the deprivation of liquid, medication, food or clothing
- Misuse of medication, sedation, heavy tranquillisation
- Invasive procedures against the child's will
- Deliberate failure to follow medically recommended regimes
- Misapplication of programmes or regimes, medical or behavioural for example.

Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

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

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

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs. At St-Luke's, mental wellbeing, healthy relationships and staying safe online being embedded into PSHE/Relationships education, relationships and sex education (RSE) and health education curriculum. "This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. (See online Safety Policy).

At St. Luke's we have increasing numbers of children with Special Educational Needs (SEND) or physical health issues. To address these challenges, we have enhanced pastoral support for these children in place, with teams around each child maintaining regular and effective communication about their needs and ongoing progress. Children with SEN and disabilities will have access to a variety of forms of in school mentoring and support which include:

- In class teaching assistant support;
- 1:1 teaching assistant support;
- Support from an Emotional Literacy Support Assistant (ELSA);
- Emotional and mental health support from school's Psychological Therapist (Mental Health Lead: Fiona Treasure).
- Health Care Plans and support from the school nurse.
- Intimate Care Policy procedure.
- Provision to ensure that all pupils, regardless of need, can access the 'worry box' in their classroom in one way or another so that they are able to communicate a need/worry/concern if they wish to.

## 22. Children missing education and missing children

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

Staff should be alert to children already known to be vulnerable going missing from education, especially Children known to a Social Worker and Looked After Children. Staff must also be alert to signs of children at risk travelling to conflict zones, female genital mutilation and forced marriage.

The school will carry out daily registration and absences will be dealt with in accordance with the school's Attendance Policy, and as part of its safeguarding duty, starting immediately with first day calling.

Where reasonably possible, we will hold **more than one emergency contact number** for each pupil. This is to give us additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

When a pupil leaves the school, the school will make contact with the receiving school to ensure the child is registered at the school and has started to attend.

Any Child Protection documents will be forwarded in line with the Child Protection Record Keeping Guidance 2015. Where we have very particular concerns about a child, who we know is about to leave the school and start attending at another school, we would seek to share information with the receiving school, as appropriate, in advance, so that they can be well prepared to provide the pupil with continuity of care.

When a pupil leaves our school without clear indication of a receiving school, the school will contact the Local Authority AWO to advise them of the situation and to start their tracking procedures. 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 will 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

St Luke's will inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Additionally, there is an emergency procedure if a child is found to be missing during the school day on the school premises. If you are concerned that a child has gone missing it is your responsibility to notify the school office IMMEDIATELY. Please do not waste valuable time trying first to find them. Once the school office are informed the following will happen:

1. Office staff inform the 'search party' which comprises: Head of School (1), the Assistant headteacher Upper KS2 (2), the Assistant Site Manager/Site Manager, the Business Manager (3) and yourself.
2. The Head of School will talk to you regarding what may have happened and to build up a picture of where the child may be;
3. The Assistant Site Manager/Site Manager will search the outside grounds, the Assistant Headteacher will search the new building and Business Manager or yourself will search the old building.
4. All members of search party will re-group after 5 minutes by which point hopefully the child has been found.
5. If however, concern remains for the child, it is the Head of School's responsibility to contact the Executive Headteacher, parents, police and local authority, to take advice from there on and to manage the situation.
6. In her absence this responsibility will fall to the Assistant headteachers (drawing the other two out of class) until the Executive Headteacher is present to take over. The Site Manager/Assistant Site Manager (depending on what time of day it is) will be asked to search the school grounds for stage 3 above.

### **23. 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 school 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.

### **24. Whistleblowing**

We recognise that children and young people cannot be expected to raise concerns in an environment where staff fail to do so.

The school has a separate policy in respect of Whistleblowing.

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

You are protected by law if you report any of the following:

- A criminal offence;
- Someone's health and safety is in danger;
- Risk or actual damage to the environment;
- A miscarriage of justice;
- The establishment is breaking the law;
- You believe someone is covering up a wrongdoing.

If you 'blow the whistle' you shouldn't lose your job or be treated unfairly. You can raise past and current concerns and also those you believe may happen in the near future.

If you do not feel able to raise concerns regarding child protection failures internally, or you have concerns about the way that a concern is being handled, please note NSPCC's What you can do to report abuse help line number: **0800 028 0285** It is available from 8:00am until 8:00pm, Monday to Friday and they can also be emailed on: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

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).

## 25. 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, and all action taken will be in line with KCSIE 2021 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2021.

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

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

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

St Luke's Primary School will make sure that the pupil or adult who has expressed the concern or made the complaint will be informed not only about the action to be taken but also where possible about the length of time required to resolve the complaint. The school will endeavour to keep the pupil or adult informed about the progress of the complaint/expression of concern.

When an allegation is made against a supply member of staff, the Executive Head Teacher will find out the facts and liaise with the Local Authority Designated Officer (LADO) to determine a suitable outcome: whether it is appropriate to suspend the supply teacher or redeploy them to another part of the school, whilst investigations are carried out.

Where using an agency, school will inform the agency of its process for managing allegations, including inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies. (KCSIE 2020)

If the allegation concerns the Executive head teacher, then the Chair of Governors shall make contact with the LADO:

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

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

**Telephone: 0207364 0677**

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

For an overview of procedure for managing allegations against staff and volunteers working with children in school, all staff are directed to read Appendix 7. The policy document can be found in the all staff policies folder on the shared One drive.

Concerns about staff that do not meet the harm threshold and the allegation criteria set out above are known as Low-Level Concerns. Staff should report low-level concerns and self-report low-level concerns about themselves to the person's line manager or the DSL so that appropriate support, CPD and/guidance can be given.

## **26. Training for staff and volunteers**

All staff and volunteers receive appropriate safeguarding and child protection training at least annually. Additionally, all staff will receive safeguarding and child protection updates throughout the year, via staff briefings, staff meetings and by email. In addition, Governors/trustees have safeguarding training as part of the Governing Body Meetings and maintain their knowledge through safeguarding training and updates.

Induction training includes:

- The Safeguarding and Child Protection Policy and associated policies including the Behaviour Policy, On line safety policy, procedures for managing children who are missing from education and the staff code of conduct.
- Information re the DSL/s, safeguarding team, reporting, procedures and pathways.
- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.
- Signs and symptoms of abuse (emotional, physical, sexual and neglect)
- Additional safeguarding issues and whole school responsibility.
- Most recent KSCIE updates.
- KCSIE part 1 and Annex B delivery.

**All staff (and governors) are required to read Part 1: Keeping Children Safe in Education 2022 and Appendix B**

A record will be kept to ensure that all staff, and governors, receive safeguarding induction training. For those who miss training, additional training opportunities will be arranged asap in the new academic year.

This information is revisited across the year in training sessions/safeguarding staff meetings when updates are provided.

The Designated Safeguarding Leads will receive refresher training every two years as well as further higher-level training and termly updates.

## **27. Safer recruitment and selection of staff**

St Luke's recruitment procedures comply with the statutory guidance in the 2018 Childcare Disqualification Regulations, Keeping Children Safe in Education 2022 part 3 and with 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 has a policy in place to accompany this one called: '**Safer Recruitment Policy**'.

Recent updates to that policy are:

- A section 128 direction will show on an enhanced DBS check with barred list information; (provided that 'children's workforce independent schools' is specified in the parameters for the barred list check)
- Maintained school governors should also have a section 128 check. Associate members, appointed for specific committees, do not need to have an enhanced DBS check;
- The Teacher Services system will be used to verify any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods;
- Some overseas qualified teachers can apply to the Teaching Regulation Agency (TRA) for the award of Qualified Teacher Status (QTS) in England;
- When any information about past disciplinary action or allegations is disclosed, it will be considered as part of the suitability assessment
- Additional relevant information outside of the required information, such as who carried out the checks and childcare disqualification checks, will be recorded on the SCR;
- The school requests and ensures receipt of written confirmation from supply agencies, the provider of any fee-funded student teachers, or third-party organisations that relevant checks have been carried out and the staff are suitable to work with children.
- The school maintains a Single Central Record of recruitment checks undertaken, which is regularly reviewed for compliance.
- We will refer to the DBS when someone is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria.
- We will record risk assessments when deciding whether to get an enhanced DBS check for any volunteer not engaging in regulated activity.
- If we place a pupil with an alternative provision provider, we continue to be responsible for the safeguarding of that pupil, and we will take steps to be satisfied that the provider meets the needs of the pupil. We 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 we would otherwise perform in respect of our own staff.

## **28. Visitors**

St Luke's School appreciates and values the educational benefits of outside speakers visiting the school to address pupils and/or staff. However, we recognise our responsibilities to the pupils in our care and require

a number of Safeguarding procedures to be followed. These procedures are detailed in our Visiting Speakers Policy.

Briefly:

- The Executive Headteacher must be informed in advance that a visiting speaker is to be invited to the school.
- The Executive Headteacher can then give outline authorisation for the speaker to be booked.
- The Executive Headteacher then initiates the vetting process.
- Final clearance for the visiting speaker can then be granted by the Executive Headteacher.
- If the school has any concerns during the vetting process we will pass any relevant information to the Local Authority Prevent officers.
- The member of staff responsible for booking the speaker must ensure the Visiting Speaker agreement form is read and signed prior to the presentation, when at least one member of staff will be present at all times.

**All visitors:**

- Are met on arrival at reception where they sign in and an ID badge is issued.
- Are accompanied by a member of staff to and from Reception.
- Are provided with an overview of CP safeguarding procedures and named staff/contacts (if working with children)
- If concerns are raised regarding the visitor, the Designated Safeguarding Leader and/or Executive headteacher will take action to address the concern in line with the school's Safeguarding and Child Protection policy.

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

## 29. Extended school and off-site arrangements

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

At St Luke's we have a breakfast club to provide an affordable, early drop-off childcare facility for parents/carers; helping to improve attendance and punctuality and provide children with a nutritious breakfast at the start of the day in a pleasant and relaxed environment.

We have a separate **Breakfast Club Policy** which clearly states procedures in place for safer recruitment, safeguarding and health. Briefly:

- In accordance with Safeguarding arrangements, all staff involved in the running of the Breakfast Club, either in a paid or voluntary capacity have current DBS (CRB) clearance. These records are held in the school office.
- Breakfast club staff follow existing school policies and procedures for safeguarding, child protection and the code of conduct.
- Where ICT equipment is used, they also follow the schools Internet Safety policy and procedures.
- A separate risk assessment has been completed for Breakfast Club sessions and activities.

St Luke's School has a detailed **Educational Visits Policy** which addresses risk assessment for both *extended and off site* activities. This can be found on staff shared under 'Policies'.

In **brief** it specifies that:

- A risk assessment will be carried out at least two weeks in advance of the visit to identify hazards.

- First Aid provision will be considered when assessing the risks of the visit. For most trips, a qualified first aider will attend the trip and First Aid kits must be taken on all visits. Special consideration is expected to be made for those with medical needs.
- Recommended ratios for adult:children are:  
Nursery and Early Years 1:3  
Key Stage One 1:8  
Key Stage Two 1:10  
In practice, the ratio should be determined by factors such as type of activity, any SEN or medical needs, experience of the staff, venue, transport and weather conditions.
- An aspect of a trip carrying the highest level of risk is the use of public transport. The Visit Leader must exercise extreme care when the children are getting on and off public transport.
- Children in the Early Years and Key Stage 1 will wear high viz vests over their coats for the duration of any travelling. If you are travelling with pupils or staff who require a wheel chair, make sure that you make arrangements in advance with Transport for London, for ramps.
- Pupils should have a clear understanding about what is expected of them and what the visit will entail. Children with SEN or behavioural issues will be provided with support in terms of preparing for the change of routine and managing behaviours (this might come from the SENco).
- Every effort will be made to support **pupils with special educational and medical needs**, whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures which may need to be addressed at the planning stage.
- Residential trips will be planned well in advance and arrangements will be overseen by the Health and Safety Manager.
- Parents will be invited to a briefing session to discuss the details of the trip and to meet the staff attending. The Visit Leader should be an experienced, senior member of staff.
- Residential trips must be approved by the Governing Body and by the LEA via the EVOLVE system. Approval will be arranged by the Health and Safety Manager.
- All parent helpers will be List 99 checked in the week before the trip is due to happen. Visit leaders need to notify the office of who the parent helpers are at the point that the risk assessment is being submitted for authorisation. Those helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times.

### 30. Staff/pupil Online Relationships, Online Safety.

Professional conduct is expected at all times and all staff must have read the Staff Handbook and ensure they have read, understood and are operating within the terms and conditions set out in the Council's Code of Conduct for Employees, a copy of which can be obtained from the Executive Headteacher.

All staff must read and sign the school's Acceptable Use Policy before using any school ICT resource.

Personal online relationships between staff and pupils are prohibited and would be referred to the Executive Headteacher and dealt with according to the school's disciplinary and child protection procedures, with *all* Internet Safety complaints and incidents recorded by the school — including any actions taken.

The school has an **Online Safety Policy** which addresses how social networking, social media and personal publishing be managed for the safeguarding of both pupils and staff. Briefly:

- St Luke's C of E Primary School will block/filter access to social networking sites.

- Pupils will be advised never to give out personal details of any kind which may identify them and / or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and e-mail addresses, full names of friends, specific interests and clubs etc.
- Pupils should be advised not to place personal photos on any social network space.
- They should consider how public the information is and consider using private areas.
- Staff should be advised not to store photos or videos of current/ex-pupils on their personal phones/devices. Staff should use school-approved technology i.e. school iPads and school laptops.
- Staff should be advised not to communicate or 'friend' current/ex-pupils on social media in private use.
- Advice should be given regarding background detail in a photograph which could identify the student or his/her location e.g. house number, street name or school.
- Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others.

As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, often provided in the school's newsletters and website, and through in-school online safety workshops, when available (supporting, for example, parents making safe their children's digital devices.)

### **31. Use of Mobile phones**

Mobile phones have a place in settings such as classrooms without a phone connected to the office, and on outings. They can be the only means of contact available in those situations and can be helpful in ensuring children are kept safe. To protect children, we will:

- Only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse – staff are referred to the school's **Staff Handbook** for clear guidance in relation to this.
- Ensure the use of a mobile phone does not detract from the quality of supervision and care of children.
- Ensure all mobile phone use is open to scrutiny.
- Ensure any staff known or seen to be using a mobile phone, when it has not been agreed to do so, will be disciplined.
- Prohibit staff from using their mobile phones to take pictures of the children.
- Ask visitors either to turn their mobile phones off or to store them in the office before viewing the school.
- Ensure the use of mobile phones on outings is included as part of the risk assessment, for example: how to keep personal numbers, that may be stored on the phone, safe.

### **32. Use of Cameras: photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children, we will:

- Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Avoid using the child's name with an image.
- Ensure that children are appropriately dressed.
- Ensure the setting's designated iPad is only used in the setting.
- Ensure parents and carers are aware of taking photographs and videos are only used for their purposes relating to their own children.
- Ensure all iPads used are open to scrutiny.

For more information – please refer to the school's 'Photograph and Image Policy'.

### **33. 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 and abuse that occurs on digital and online platforms. All staff especially the DSL and Deputy DSLs will consider whether children are at risk of harm and exploitation in environments outside the family home and, therefore, apply a Contextual Safeguarding approach when safeguarding children in the setting.

If we have referred a case to children's social care, we need to make sure that we provide as much information as possible as part of the referral process. By doing so we ensure that any assessment will be able to take into account the full range of evidence and the full context of any abuse.

### 34. 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 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.

### 35. The voice of the child

- At St-Luke's the staff are aware of the importance of the child's voice and recognise that it takes great courage for a child to share a concern around abuse. Children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.
- Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

- Staff will take children's disclosures and concerns seriously and refer to the DSL and safeguarding team using Blue Concern forms and with reference to school safeguarding procedures.
- Children are encouraged to share feelings/disclosures with trusted members of staff and the safeguarding team.
- Posters around the school identify the members safeguarding team for staff and children alike.
- Children are made aware of the school's psychological therapist, and mentoring programmes, and the support that can be offered.
- Children are encouraged to use their class 'worry box' to communicate a need/worry/concern if they wish to.
- At St-Luke's, mental wellbeing, healthy relationships and staying safe online are embedded into PSHE/Relationships education, relationships and sex education (RSE) and health education curriculum.
- Class circle time provides opportunities for children to voice any concerns.
- Staff will provide a safe space for children to share their concerns and address any issues in relation to sexuality and gender identity.

### **36. Child Sexual Exploitation**

Child Sexual Exploitation is a form of child sexual abuse. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Apart from age other factors that could make a child more vulnerable to exploitation, include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE 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. 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.

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

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

- children who are in possession of multiple phones and overly anxious to check their phones;
- children who experience sudden changes in behaviour e.g. looking agitated, children who want to leave the school premises at lunchtime;
- children who have older boyfriends or girlfriends; 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.

CSE risks to children are communicated through the schools PSHE and RSE curriculum.

For more information You are referred to 'Keeping children safe in education', September 2021 on CSE and CCE. (Part 1 and Annex B)

Also: staff can read the [Home Office Statutory Guidance on Child Sexual Exploitation](#)

### **37. 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 sexual or 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, in particular, is an integral part of the *county lines* offending model. County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited, coerced and intimidated to move, store and sell drugs and money. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

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.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

County Lines indicators may be as above, but also include children who:

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

Staff should be aware that some groups are potentially more at risk of CCE, CSE. This power imbalance can be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Children with SEND and children under the age of 10 have an increased vulnerability to being exploited because they are under the criminal age of responsibility and/or more easily influenced/manipulated.

If you have concerns that a child may be involved in, or associated with CCE or CSE, make sure that you use the blue form to inform the Designated Safeguarding Leads straight away.

In Tower hamlets we have a dedicated **Exploitation Team** led by:

Jo Turner (Interim): 074 5032 7748

Brian Mason: 079 8469 5928

E-Mail: [Exploitation.Team@towerhamlets.gov.uk](mailto:Exploitation.Team@towerhamlets.gov.uk)

Monsur Ahmed: Exploitation Team

Sara Hall: Gangs Co-ordinator

The Exploitation Team will assist any queries or questions we may have in relation to exploitation including serious youth violence, radicalisation, county lines, gangs, children missing and sexual exploitation of children. The team currently consists of the Police and Social Care. Education will be incorporated into the team as well as Health.

Upon receipt of your blue form, the Designated Safeguarding Leads may make contact with that team or refer to MASH. If a referral is made to MASH regarding any exploitation concerns, the DSL will copy in the Exploitation Team.

Relevant intelligence can be shared with Jo Turner of Children's Social Care, via the (INTEL) form. The exploitation team will be contactable between the hours of 9am – 5pm. There is also a team of Service Managers on call, should we need to contact someone in an emergency.

If there are issues around safeguarding in relation to a child potentially being exploited, or involved in gang

activity, please refer to the MASH team for assessment. Moreover, if children are at risk due to sibling gang activity, please also refer for assessment through MASH.

- **For THSCP-MASH information/contact details refer to: Appendix 4**
- **For MASH referral see LBTH MASH Inter-Agency Form: Appendix 6**
- Civil Protection Unit: During office hours - 020 7364 4181/4192. During out of hours - 020 7364 7070
- Emergency Social Care (EDT) - 020 7364 4079

### **38. Serious youth violence**

In our vigilance over the children in our care, we also need to be aware of indicators that may signal that children are at risk from, or are involved with, serious violent crime. These include:

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups; (Local knowledge is important here, and feedback regarding who a child is spending time with outside of school from other parents for example, should not be overlooked)
- A significant decline in performance;
- Signs of self-harm;
- Significant change in well-being;
- Signs of assault;
- 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. There are a number of prominent gangs operating on the Island and the recruitment of young vulnerable children is quite common, especially in relation to the earlier section on child exploitation and in relation to county lines. Any concerns, even if only 'gut instinct' should be referred to the DSL without delay, using the blue form and discussion.

### **39. Online Harms**

At St Luke's, increasingly, our experience is that the use of technology, by some children, sees them behaving in ways that are inappropriate for their age and include bullying behaviour. Our aim is to protect and educate the school community in their use of technology. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

We are concerned that technology often provides the platform that facilitates harm in relation to Child sexual exploitation, child criminal exploitation; radicalisation, and sexual predation/grooming; and forms of peer-on-peer abuse. Also, that experience of abuse in the digital environment may be even more pronounced where the abuser may be anonymous and the abuse 24 hours a day.

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

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;

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

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

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

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

- At St. Luke's we ask that all staff take these statistics into consideration when observing children's online behaviour as well as when delivering the Online Safety and RSE Curriculum each year.
- We ask that staff recognise 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.
- As a school, we encourage our parents and carers not to give their children mobile phones especially before Y6 and in Y6 only if they independently travel to and from school. This is because most young children are not yet ready to manage themselves safely with such easy access to the online world.
- All staff must read and sign the **Acceptable Use Policy** before using any school ICT resource. We have a separate **Internet Safety Policy** which addresses online use and safety. Staff are expected to read it in partnership with this policy. It addresses how we seek to protect children from potentially harmful and inappropriate online material and behaviours with appropriate filters and monitoring systems in place.
- We recognise that access to the internet creates a whole new world of risk for children. Issues around cyber bullying, which are associated with emotional abuse, are considered in our Anti Bullying Policy as well as in this.
- If you have any concerns, make sure they are recorded in writing, discuss with a DSL asap and follow the staff safeguarding procedure (Staff Safeguarding Procedure: Appendix 1; Blue Record of Concern Form: Appendix 5)

For more information and support, staff can access NSPCC social media and On-line Safety 2020 here:

<https://learning.nspcc.org.uk/safeguarding-child-protection/social-media-and-online-safety>

The DfE have also produced new guidance to support teachers in teaching online safety in schools.

#### 40. 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”.

Based in Tower Hamlets, all staff working at St. Luke’s need to be aware that Tower Hamlets has one of the highest levels of Domestic Abuse in the county.

We are aware that pupils’ development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and that this is a safeguarding issue. Pupils react to domestic abuse in similar ways to other types of abuse and trauma. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. 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’. Information about Domestic Abuse and its effect upon pupils will be incorporated into staff Safeguarding and Child Protection training and briefings.

The witnessing of Domestic Abuse by children is a form of Child Abuse (Emotional Abuse) and needs reporting. Children can also be physically harmed in situations of Domestic abuse whereby the abused parent is no longer able to provide a safe environment for the child.

If you are concerned that a child may be witnessing domestic abuse at home it is vital that you share this with the Designated Safeguarding leads right away, recording your concerns on the school’s blue form. The Designated Safeguarding leads will then decide whether to contact the Early Help Hub or the Child Protection Advice Line so that a decision can be made regarding the level of help potentially needed by the family.

Remembering that the earlier help can be received, the better, pass on any concerns you have asap, even if they seem fairly minor to you. The Designated Safeguarding leads will hold the bigger picture, and unbeknownst to you, concerns may have been raised previously which together with yours, mean that a level of intervention, in the best interests of the child, is warranted.

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

#### **Additional confidential help:**

Refuge National Domestic Abuse Helpline: 0808 2000 247 (confidential, 24 hours a day)  
Its’ website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children

- Safelives: young people and domestic abuse.

#### 41. Honour-Based Abuse (Including FGM, forced marriage and breast ironing)

This section and the next two sections attend to crimes that are encompassed in so-called 'honour based violence'. They are crimes that have been committed to protect or defend the honour of the family and/or community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. (KSCIE 2021)

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If you are in any doubt, please make sure you discuss the matter with the Designated Safeguarding Leads. We need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. If there is a perceived risk the Designated Safeguarding Leads will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

#### 42. FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

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

Section 5B of the Female Genital Mutilation Act 2003 places a **mandatory reporting duty** upon **teachers**, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl *under 18*.

Those failing to report such cases may face disciplinary sanctions.

It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.

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

For more information staff can find an 'FGM Factsheet' in Appendix B of KCSIE 2021.

#### 43. Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. (KCSIE 2021)

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

St Luke's is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups. Forced marriage is a form of child, adult and domestic abuse and, in line with statutory guidance, is treated as such by the school. Child abuse cannot be condoned for religious or cultural reasons.

There are a range of potential indicators that a girl may be at risk of Forced Marriage. Warning signs that a forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of Multi-agency guidelines: handling case of forced marriage.

Information about Forced Marriage will be incorporated into staff Safeguarding and Child Protection training and briefings and the school's Safeguarding and Child Protection Policies will be used to protect a victim or potential victim of forced marriage.

If a case of forced marriage is suspected, parents and carers will not be approached or involved about a referral to any other agencies.

School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

'Keeping Children Safe in Education', Appendix B provides detailed guidance and references on what staff must do when responding to concerns relating to Honour Based Violence.

#### **44. 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 Home office has designated Tower Hamlets as a Tier 1 borough, representing the highest perceived risk of extremism. Radical Islamist groups and far right organisations, such as EDL and Britain First, are active in the area.

The youthful composition of the borough, coupled with the increasingly sophisticated deployment of the web and social media by organisations such as Daesh<sup>2</sup>, has presented new challenges for the borough in terms of the radicalisation of young people and travel to (for example) Syria to join extremist groups.

#### **45. PREVENT.**

At St Luke's, we recognise that access to the internet creates a whole new world of risk for children, including issues around grooming for radicalisation or Extremism.

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind. Extremism is defined as the holding of extreme political or religious views.

The Governing Body has a zero tolerance approach to extremist behaviour for all community members. We rely on our strong values to steer our work and ensure the pastoral care of our pupils protects them from

exposure to negative influences. Furthermore, our positive promotion of our Code of Conduct, **Be Kind: Be Safe: Be Responsible** equips our pupils with the skills to reject violence in all its forms.

**Aims and Principles:** The main aims are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The principle objectives are that: Pupils are encouraged to adopt and live out our Core Values. These complement the key “British Values” of tolerance, respect, understanding, compassion and harmonious living. Pupils are helped to understand the importance of democracy and freedom of speech, through their PSHCE curriculum and through the elected School Council members. The curriculum teaches pupils how to keep themselves safe, in school and when using the internet.

Pupils participate in local community events so that they appreciate and value their neighbours and friends who may not share their faith background.

Pupil’s wellbeing, confidence and resilience is promoted through our planned curriculum and out of hours learning opportunities. Pupils are supported in making good choices from a very young age, so they understand the impact and consequences of their actions on others.

Governors, teachers, teaching assistants and non-teaching staff demonstrate an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

The Office for Security & Counter Terrorism works to counter the threat from terrorism and their work is detailed in the counter terrorism strategy CONTEST.

This strategy is based on four areas of work:

**Pursue** - To stop terrorist attacks

**Prevent** - To stop people becoming terrorists or supporting terrorism

**Protect** - To strengthen our protection against a terrorist attack

**Prepare** - To mitigate the impact of a terrorist attack

Our role, as a school, is outlined more specifically in the DCSF document ‘Learning together to be safe’: A toolkit to help schools contribute to the prevention of violent extremism. Primarily our work will be concerned with **PREVENTION** and is outlined more specifically in the DCSF document ‘Learning together to be safe’.

**Procedures for referrals:** Although serious incidents involving radicalisation have not occurred at St Luke’s to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the region in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation, could not happen here and to refer any concerns through the appropriate channels, following the school’s normal safeguarding procedures, including discussing with the school’s designated safeguarding lead.

We follow the London Borough of Tower Hamlets referral pathway (Appendix 3.)

**The role of the curriculum:** Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E. and PSHCE provision is embedded across the curriculum and underpins the ethos of the school and British values of democracy, rule of law, respect, tolerance and liberty. Children learn about other faiths, visit places of worship and are taught about how to stay safe when using the Internet.

**Staff Training:** Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. Prevent training for staff is next due to take place September 2021.

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

In LBTH all Prevent referrals related to children should be made through the Multi Agency Safeguarding Hub (Appendix 4).

Additionally:

- The local police force or 101 (the non-emergency number) may provide a confidential space for concerns/discussion and provide help to gain access to support and advice.
- The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly.
- Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). (Please note that the helpline is *not* intended for use in emergency/risk of imminent harm/security situations)

#### 46. Child on Child abuse

Children may be harmed by other children. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. All staff recognise that children can abuse other children and should follow the school's policy and procedures regarding child on child abuse. School adopts a Zero Tolerance Approach to child on child abuse and all cases will be treated very seriously.

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

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

Different gender issues can be prevalent when dealing with child on child abuse, for example: girls being sexually touched/assaulted; boys being subject to initiation/hazing type violence; LGBTQ individuals (or those perceived as such) being targeted.

At St Luke's we recognise the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys will be perpetrators) however, as in all aspects of safeguarding for all children, vigilance is necessary and any concerns need to be acted upon immediately.

At St. Luke's we seek to minimise the risk of child on child abuse through the implementation of our curriculum and associated policies:

- Our policy on the prevention and management of bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- Our Relationships and Sex Policy/PSHCE Scheme outline how the school prepares the children for age-appropriate relationships and physical contact.
- See the curriculum section earlier in this policy re online safety and behaviour.

In particular, at St. Luke's, our relentless focus on our school values, strives to enable children to be respectful of one another and to be responsible for their 'positive' impact upon one another in a safe way.

We are clear however that abuse is abuse, it could happen here, but if it does, it will not be tolerated. Part of our duty for safeguarding is also teaching the children appropriate behaviours/language to avoid safeguarding matters escalating for them.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. As part of the reassurance to children, it will be made clear to children that the law is in place to protect them from abuse rather than to criminalise them.

If you are concerned about potential child on child abuse, you must report it to the Designated Safeguarding leads using the school's **BLUE confidential form** and attending to Safeguarding procedures for staff (Appendix 1 and Appendix 5 in this policy)

If you suspect that children are involved in sexting – please refer to the guidance produced by the UK Council for Children Internet safety (Appendix 8)

In partnership with you, the Designated Safeguarding leads will decide what further action to take which may include, but is not limited to, the following:

- Discussions with alleged victim and perpetrator to understand the extent of the harm;
- Discussions with the alleged victim and perpetrators parents regarding the extent of the harm and a support plan to respond;
- The use of restorative practices to enable children to fully learn about and understand the extent of the harm that has been committed and to empower them to take responsibility for their actions;
- A support plan may include a referral to the school's Psychological Therapist or the Kick London Mentor;
- Discussions with the Early Help Hub may be sought to determine what support could be sought by both the alleged victim and perpetrator. This is likely to be appropriate if the abuse may have stemmed from a lack of structured time outside of school.
- If it is suspected that a device may contain inappropriate images the school will follow the DfE's guidance on 'Searching, screening and confiscation, January 2018' to seize the evidence.  
If there is evidence of producing or sharing sexual imagery, social care/the police will be informed immediately.

#### **47. Child on child sexual violence and sexual harassment**

Child on child sexual harassment can occur online and offline. 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. All staff must be aware that sexual violence and sexual harassment can occur between children of any age and sex from primary onwards.

Sexual violence includes non-consensual sexual intercourse (rape), non-consensual penetration or sexual assault (unsolicited sexual touching). A child under the age of 13 can *never* consent to any sexual

activity. 16 is the legal age of consent. Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, a police referral must still be made. In parallel to this the school will make a referral to Children's Services via the Multi Agency Safeguarding Hub.

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.

At St Luke's we have to recognise that 'it could happen here' and our position is that sexual violence and sexual harassment is not acceptable and will not be tolerated. Staff should be aware of the importance of challenging inappropriate behaviours by;

- 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.

Any concerns about sexual violence and sexual harassment must be recorded factually and without personal judgement and reported to the Designated Safeguarding Lead immediately. In determining how to proceed, the Designated safeguarding lead, who will have the complete safeguarding picture, will refer to the detailed guidance in Keeping children safe in education, Part 5, September 2021 and DFE 2018: 'Sexual Violence and Sexual Harassment between children in Schools and Colleges'.

In particular, the DSL will consider the wishes of the victim in terms of how they want to proceed. We recognise that victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.

Each report will be considered on a case-by-case basis and is likely to result in one or more of the following:

- Internal management in line with behaviour and bullying policies, with follow on pastoral support;
- A referral for Early help services;
- A referral to children's social care;
- In partnership with children's social care, a referral to the police.

We recognise that both the victim and the perpetrator will require follow on support.

The perpetrator more than likely will have unmet needs. Risk assessment will need to be undertaken to minimise further risk to others as well as harm to the perpetrator themselves. Partnership with agencies outlined above will be essential in guiding our response to each individual case.

#### **48. Serious Violence**

In our vigilance over the children in our care, we also need to be aware of indicators that may signal that children are at risk from, or are involved with, serious crime. These include:

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups; (Local knowledge is important here, and feedback regarding who a child is spending time with outside of school from other parents for example, should not be overlooked)
- A significant decline in performance;

- Signs of self-harm;
- Significant change in well-being;
- Signs of assault;
- 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. There are a number of prominent gangs operating on the Island and the recruitment of young vulnerable children is quite common, especially in relation to the earlier section on child exploitation and in relation to county lines. Any concerns, even if only 'gut instinct' should be referred to the DSL without delay, using the blue form and discussion.

#### 49. Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a *criminal offence*. Anyone of any gender, can be a victim. (KCSIE 2020 Part 1 Annex A)

If staff have any concerns, they should follow the schools Safeguarding and Child Protection Policy and safeguarding procedures speak to the DSL (or deputy)

#### 50. Sexting

Sexting is the non-consensual sharing of sexual images and videos and, as such, is sexual harassment.

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

It does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and *must* be referred to the police.

If an incident of sexting comes to your attention, report immediately to the DSL who will determine how to proceed with reference to internal policy, the detailed guidance in Section 5 of 'Keeping children safe in education', September 2021, and 'Sexual Violence and Sexual Harassment between children in Schools and Colleges' (DFE 2018).

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

**For further information:**

**Download the full guidance *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding***

**Young People (UKCCIS, 2016) at [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis).**

## **51. Sharing nudes or semi nudes/Youth Produced Sexual Imagery**

Definition:

'The sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's Air Drop which works offline.' (KSCIE Dec.2020)

The motivations for this material are not always sexually or criminally motivated.

Images may be created and shared consensually by young people who are in relationships, or not.

A young person in a consensual relationship may be coerced into sharing an image with their partner.

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 sharing images more widely without consent to publicly shame.

Creating and sharing nudes and semi-nudes under-18s (including those created and shared with consent) is illegal. The law criminalising indecent images of children was created to protect children and young people from sexual abuse. It was not intended to criminalise children and was developed long before mass adoption of the internet, mobiles and digital photography.

Children and young people who share nudes and semi-nudes of themselves, or peers, *are* breaking the law. However, children and young people *should not be unnecessarily criminalised* and police involvement does not automatically mean a criminal record.

There are 2 types of incidents:

### **Aggravated incidents:**

**Adult involved:** adult offenders attempt to develop relationships by grooming children and young people. Victims may be family friends, relatives, community members or contacted via the Internet. The images may be solicited by adult offenders.

#### **Youth only:**

**intent to harm:** Cases can arise from interpersonal conflict, such as break-ups and fights among friends, or criminal/abusive conduct such as blackmail, threats or deception, sexual abuse or exploitation by young people

**reckless misuse:** no intent to harm but images are taken or sent without consent or knowledge. Pictures are taken or sent thoughtlessly or recklessly, and a victim may have been harmed as a result.

### **Experimental Incidents:**

Incidents involving the creation and sending of images **with no adult involvement, no apparent intent to harm or reckless misuse.**

These can further be subcategorised into:

**romantic:** incidents in which young people in ongoing relationships make images for themselves or each other **only.**

**'attention seeking'**: incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image

**other**: May involve young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives

In a majority of cases, the school is likely to be dealing with **experimental** incidents, with no need for police involvement.

Where the incident is **aggravated**, and there is **reckless misuse and/or intent to harm**, then the school will refer the incident to the police through MASH. A police criminal justice response against a young child would be considered exceptional, as the primary concern must be for the welfare and protection of the children/young people involved, not criminalisation.

If staff have any concerns, they must report concerns/disclosure to the DSL who will determine how to proceed with reference to the procedures set out in 'Sharing nudes and Semi-Nudes' DEC 2020.

Namely:

- Hold an initial review meeting with appropriate staff and safeguarding or leadership team who deal with safeguarding concerns
- Hold interviews with the children or young people involved (if appropriate)
- Inform parents and carers at an early stage in the process unless, there is good reason to believe that involving them would put the child or young person at risk of harm
- Refer to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process (aggravated incidents)

School response will be proportional and will differ depending on the motivations behind the incident and the appropriateness of the child or young person's/people's behaviour.

The primary concern must be the welfare and protection of any children/young people involved. No blaming or shaming.

When a disclosure is made, the member (or members) of staff should ensure the child is feeling comfortable and appropriate and sensitive questions are asked, in order to minimise any further distress or trauma.

Staff must explain to the child that they will need to report the incident and reassure them that they will receive support and help from the DSL.

Information must be shared only with the DSL and treated as confidential.

All staff *must avoid* intentionally looking at any images that have been disclosed. Where possible actions should be based on what staff/DSL's have been told about content.

Any decision to view will be recorded and based on the professional judgement of the DSL/Safeguarding team. Such a decision will comply with the CP procedures and will be because viewing is the only way to:

- Make a decision about whether to involve other agencies;
- Report to a website/app/reporting agency to have it taken down;
- Support the child/young person or parent/carer in making a report.

All incidents regarding the sharing of nude or semi-nude images will be recorded and kept in line with statutory requirements set out in KCSIE 2020, local safeguarding procedures and St-Luke's CP Policy.

For more detailed information please see: 'Sharing Nudes and Semi-Nudes' (KCSIE Dec.2020):

**<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>**

## **52 Bullying (including cyberbullying)**

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyberbullying and prejudice-based bullying should be reported and will be managed through the St-Luke's anti-bullying policy and procedures or, depending on context, the Safeguarding Policy.

At St-Luke's our school values and PSHCE curriculum contribute to the addressing of bullying concerns and relationship. Also, assemblies, circle Time, cooperative group work and class led sessions. We believe in a restorative justice approach, striving to be restorative rather than punitive, with the ethos of actively listening to others and mending relationships through mutual agreement, if possible.

## **53. Racist Incidents**

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **54. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. In Tower Hamlets it is not uncommon for families to find themselves without a home or in emergency accommodation.

At St Luke's the safeguarding team work closely with families presenting issues around homelessness and support them as necessary in liaison with the Local Housing Authority, with housing support from St Luke's church and contact with supportive charities, such as the Citizens Advice Bureau and food banks.

If you are concerned that a child in your class or care may be in this situation, please make sure that you alert the Designated Safeguarding Leads or Deputy. Christine Collins has a wealth of experience in supporting families in these situations and, as a school, we would want to draw upon resources to help, so as to minimise the impact on the child's welfare and education

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, a referral to children's social care is necessary where a child has been harmed or is at risk of harm.

Government focus is now on prevention of homelessness. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless, or at risk of homelessness, will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. (KCSIE 2021)

## **55. Children and the Court System**

Our children are occasionally required to give evidence in court, either for crimes committed against them or for crimes, they have witnessed.

Furthermore, making child arrangements via the family courts following separation can be stressful and entrenched conflict in families.

Advice and support can be accessed. KCSIE 2021 provides a useful reference point in Appendix B. If you are aware of either of these situations happening for a child or family, please bring it to the attention of the DSLs a.s.a.p.

## 56. Children with Family Members in Prison

Sometimes we have children who experience a family member being sent to 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. Advice and information is available from NICCO to support school when working with offenders and their children, and to help mitigate negative consequences for those children. (KSCIE 2021 Annex B)

If you are aware that a child is experiencing this situation, please bring it to the attention of the DSLs A.S.A.P.

## 57. Private Fostering

Sometimes our children may be provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

We must notify the Local Authority if we suspect that a child is being privately fostered so that they can check the arrangement is suitable and safe for the child.

If you suspect a child is being privately fostered, please bring it to the attention of the DSLs a.s.a.p.

## 58. Young Carers

**Young carers** are defined as a person under 18 who helps look after someone who is ill, disabled or misuses drugs or alcohol. It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified, attempting to juggle their caring role with schoolwork, but not speaking up and perhaps suffering mental health complications as a result.

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)

## 59. Child Abduction and Community Safety Incidents.

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

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

Other community safety incidents in the vicinity of a school can raise concerns amongst staff, children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

All incidents that occur during the school day should be immediately reported to the DSL, and steps taken to ensure the safety and well-being of the children involved.

## 60. Modern Day 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.

## 61. 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 blue record of concern;
- Seek support for yourself if you are distressed.

**If you have a safeguarding concern about a child, you must speak to a Designated Safeguarding leader and follow the expectations and procedures set out in the Appendices.**

## 62. Early Help

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 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

Early sharing of information or concern in regards to a child or their family could trigger support for the child and their family that in turn means a more serious safeguarding matter is avoided.

We recognise that any child may benefit from Early help, as such we are consistently vigilant for all children, however we recognise the need to be particularly alert to the potential need for early help, for 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)
- Has 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 misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- Has returned home to their family from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

In Tower Hamlets there are many agencies that offer support to families in need. Support is coordinated through the Early Help Hub. Referrals can be made through their website. Examples of the range of support on offer that we have accessed at St. Luke's for families in our community include:

- Financial: possibly beds need replacing – there is no shortage of love and care in the family, but there is a shortage of financial means to keep children healthy and safe;
- Garden clearance: making 'homes' safe for children with particular needs;
- Re housing: where families are in one room and the age/gender of children render that inappropriate;
- Home safety checks and equipment: door catches, plug covers etc.
- Parenting classes – particularly useful if boundaries are unclear or there are issues in respect of behaviour management.

[Our Early Help Coordinator is: Rashna Begum – contactable through Isle of Dogs Children's Centre](#)

Our Children's Centres provide vital support for Early help and work with children from pre birth to age 11. We refer to them using a Universal Referral Form for:

- Ante and post natal support;
- Child health;
- Family support

Staff at St. Luke's are expected to be consistently vigilant and aware that safeguarding incidents and/or behaviours can also be associated with factors outside the school. All staff ( but especially the Safeguarding Leads) are expected to consider whether children are at risk of abuse or exploitation in situations outside their families: for example: sexual exploitation, criminal exploitation, and serious youth violence. (KCSIE 2021)

Staff at St Lukes scrutinise children's behaviours and what they say. This is of particular importance during home visits and when the children are engaged in role play in the Early Years and playtimes. We live in stressful times. We know that by offering the right support, early on, and helping children and families to make safe choices we can avoid situations escalating and safeguarding matters arising.

If a member of staff is aware of a potential concern, they are expected to report this to the Designated Safeguarding leads using the **BLUE confidential form** and standard safeguarding procedure (Appendix 5)

You may also refer to the Staff Safeguarding Procedure and Safeguarding Referral Route (Appendices 1 & 2) for relevant contact numbers and email addresses if a Designated Safeguarding Lead or Deputy is not available.

The Designated Safeguarding Leads and deputy will lead on liaising with other agencies and setting up an inter-agency/Early help assessment as appropriate.

Staff are expected to cooperate with this process and support other agencies and professionals as required.

At St. Lukes, we will ensure that someone from the Safeguarding team, detailed at the beginning of this policy, will act as the Lead professional for each case.

All cases are kept under review, by the Safeguarding team in their regular meetings.

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 consideration is seriously given to making a referral to Children's Social Care.

In addition, 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)

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

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

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

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

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

**Child Protection Advice Line**  
020 7364 3444

### 63. Handling Disclosures

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 reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child. During their conversations with the pupils, staff will:

- Allow the child to speak freely;
- Remain calm;
- Allow silences;
- Do not ask leading questions;
- Tell the pupil what will happen next;
- Inform the DSL as soon as possible;
- Seek support if they feel distressed.

### 64. Confidentiality and sharing information

Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all.

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.

At St. Luke's, staff ensure that confidentiality protocols are followed and information is shared appropriately. All staff will understand that safeguarding requires a high level of confidentiality. Staff should only discuss concerns with the DSL, Deputy DSL or the head teacher.

The headteacher, the Designated Safeguarding Lead and the Deputy Designated Safeguarding leads will disclose any information about a pupil to other members of staff on a need to know basis only. The DSL will have due regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) and will adhere to the golden rules for sharing information:

### Golden Rules for Information Sharing

1. **Remember that the Data Protection Act is not a barrier to sharing information** but provides a framework to ensure that personal information about living persons is shared appropriately.
2. **If there are concerns that a child may be at risk of significant harm or an adult at risk of serious harm**, then it is your duty to follow the relevant procedures without delay. Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.
3. **Be open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
4. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
5. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You should go ahead and share information without consent if, in your judgement, that lack of consent can be overridden in the public interest, or where a child is at risk of significant harm. You will need to base your judgement on the facts of the case.
6. **Consider safety and well-being:** Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
7. **Necessary, proportionate, relevant, accurate, timely and secure:** Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
8. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

St Luke's approach to working with parents/carers is one of transparency and honesty and the school's responsibility is to safeguard and promote the welfare of all the pupils in its care. The school aims to do this in partnership with its parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

The school will make every effort will be made to inform parents and carers if a referral is to be made to an external agency. Where this has not been possible, and the welfare of the child is considered at risk, or where requesting consent is considered to put the child at further risk of imminent harm, information will be shared without consent. In such cases the Designated Safeguarding Leads, the Strategic Safeguarding Lead or the headteacher will seek advice from the Borough's Children's Social Services team.

At St. Luke's we will not allow fears about sharing information to stand in the way of the need to promote the welfare and protect the safety of children. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. We understand our responsibilities to process personal information fairly and lawfully and to keep the information we hold safe and secure, but will not let that become a barrier to sharing information when the failure to do so would result in risk of harm.

Information sharing decisions will be recorded and Child protection information will be stored securely separate from the pupil's school file, both in confidential online systems and in hard copy. Child protection information is stored and handled in line with the school's Retention and Destruction Policy.

All staff and volunteers must understand that they have a professional responsibility to share information in order to safeguard pupils. This includes sharing any information with their line managers or the headteacher where their relationships and associations both within and outside of the workplace (including on line) may have implications for the safeguarding of children in school. It also includes sharing information with other agencies, where that is necessary to safeguard the child. 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.

St Luke's has developed effective links with other relevant agencies and co-operates as required with any enquiries regarding child protection issues. The school will notify relevant external agencies if:

- A child subject to a child protection plan is about to be excluded.
- There is an unexplained absence of a pupil who is subject to a child protection of more than two days from school.
- It has been agreed as part of any child protection plan or core group plan.
- 

## **65. 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.

If in doubt, or requiring additional advice, the referrer/DSL will contact the Child Protection Advice Line for further support and advice on next steps.

When the DSL completes a MASH referral form (Appendix 6) 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.

At St. Luke's, all MASH referrals are recorded and securely kept on the school's confidential online safeguarding system, both on the safeguarding spreadsheet and within children's folders. This allows the safeguarding team to monitor the processing and progress of referrals, to add regular updates and to have clarity regarding the children referred. All referrals are also filed and kept securely in hard copy.

**LBTH Multi-Agency Safeguarding Hub: 020 7364 5006 (Option 3) 020 7364 5601/5606 e-mail: [MASH@towerhamlets.gov.uk](mailto:MASH@towerhamlets.gov.uk)**

**Child Protection Advice Line 020 7364 3444**

## **66. 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.

## **Appendices**

Appendix 1: Safeguarding Procedure for Staff

Appendix 2: Referral Route for Safeguarding Concerns.

Appendix 3: Prevent Referral Route

Appendix 4: MASH poster

Appendix 5: School record of concern form

Appendix 6: MASH inter-agency referral form

Appendix 7: THSCP Managing Allegations flowchart

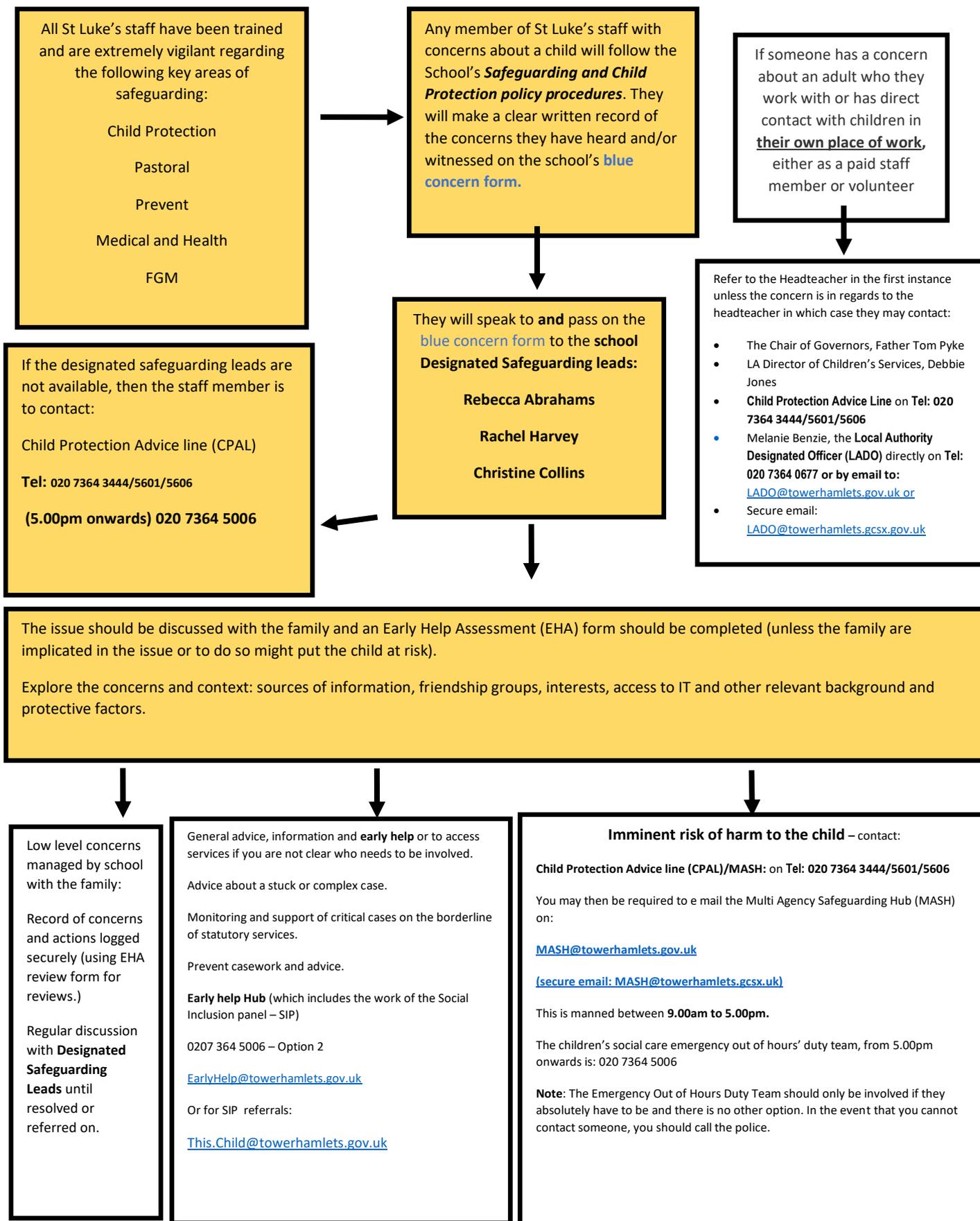
Appendix 7: Prevent Referral Route

Appendix 8: Sexting: how to respond to an incident (UK Council for Child Internet Safety)

**St. Luke's C of E Primary School  
Safeguarding Procedure for Staff. 2020/21**

<b>Safeguarding Procedure</b>	<b>Additional information</b>
<p><b>1) You have a safeguarding concern/a child has made a disclosure:</b></p> <p>Complete a <a href="#">Blue Concern form</a> found in: All Staff: 2019.20 Safeguarding: Safeguarding Guidance for Staff</p> 	<p>If you are, for any reason, unable to access the form online, please use a paper Blue Concern Form, found in each Bubble. Complete and give to the DSL or deputy DSL asap. If you <b>cannot find</b> a DSL or DDSL please leave the blue form in the office with Absana.</p>
<p><b>2) E-mail to:</b> <a href="mailto:rharvey@stlukeslondon.org">rharvey@stlukeslondon.org</a> and copy in <a href="mailto:ccollins@stlukeslondon.org">ccollins@stlukeslondon.org</a> and or <a href="mailto:rabrahams@stlukeslondon.org">rabrahams@stlukeslondon.org</a></p> <p><b>E-mails are accessed by the Safeguarding Team every weekday.</b></p> 	<p>If you have a Child Protection concern (ie the child is <b>at imminent risk of harm</b>), please contact the DSL/deputy DSL <i>immediately</i>. (It might be that the child should not go home.)</p>  <p><b>Rebecca Abrahams</b> DDSL: available 5 days a week, evenings and weekends: 07932995213</p>  <p><b>Christine Collins</b> DDSL: available weekdays: 07960186204</p>  <p><b>Rachel Harvey</b> DSL: available Tuesday/Wednesday/Thursday. Number obtainable from school office: 02079871753</p> <p>Staff may make a CP referral themselves, but the DSL must be informed ASAP. <b>Child Protection Advice Line:</b> 020 7364 5006</p>
<p><b>3) You will be advised of receipt of the blue form.</b></p> <p>Any other information provided will be on a need to know basis.</p>	
<p><b>DSL:</b> Rachel Harvey. <b>Deputy DSL:</b> Christine Collins. <b>Deputy DSL:</b> Rebecca Abrahams. <b>Other Team members:</b> Harriet Pickering: SENco. Fiona Treasure: Psychological Therapist. Absana Begum: Admin.</p>	

## Referral route for safeguarding concerns



# Referral route for safeguarding concerns related to Radicalisation or Extremism

## PREVENT

Any member of St Luke's staff with concerns about a child will follow the School's **Safeguarding and Child Protection policy procedures**. They will make a clear written record of the concerns they have heard and/or witnessed on the school's **blue concern form**.

If the designated safeguarding leads are not available, then the staff member is to contact:

Child Protection Advice line (CPAL)

Tel: 020 7364 3444/5601/5606

(5.00pm onwards) 020 7364 5006

They will speak to and pass on the blue concern form to the **School Designated Safeguarding leads:**

Rebecca Abrahams

Rachel Harvey

Christine Collins

The issue should be discussed with the family and an early help Assessment (EHA) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk).

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

**Low level concerns** managed by school and family:

Record of concerns and actions logged securely (using EHA review form for reviews.)

Regular discussion with Designated Safeguarding Officer until resolved or referred on.

General advice, information and early help or to access services if you are not clear who needs to be involved.

Advice about a stuck or complex case.

Monitoring and support of critical cases on the borderline of statutory services.

Prevent casework and advice.

**Early help Hub** (which includes the work of the Social Inclusion panel – SIP)

0207 364 5006 – Option 2

[EarlyHelp@towerhamlets.gov.uk](mailto:EarlyHelp@towerhamlets.gov.uk)

Or for SIP referrals:

[This.Child@towerhamlets.gov.uk](mailto:This.Child@towerhamlets.gov.uk)

**Imminent risk of harm to the child – contact:**

**Child Protection Advice line (CPAL)/MASH:**  
on Tel: 020 7364 3444/5601/5606

You may then be required to e mail the Multi Agency Safeguarding Hub (MASH) on:

[MASH@towerhamlets.gov.uk](mailto:MASH@towerhamlets.gov.uk)

(secure email:  
[MASH@towerhamlets.gcsx.uk](mailto:MASH@towerhamlets.gcsx.uk))

This is manned between **9.00am to 5.00pm**.

The children's social care emergency out of hours' duty team, from 5.00pm onwards is:  
**020 7364 5006**

**Note:** The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option. In the event that you cannot contact someone, you should call the police.

**Imminent threat of harm to others – contact**

**Police 999**

**or Terrorist Hotline**

**0800 789 321**



## 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 <b>Note – information should only be emailed following prior discussion with the Duty Officer.</b>	: <a href="mailto:MASH@towerhamlets.gov.uk">MASH@towerhamlets.gov.uk</a>
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)



# **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.....

**CONFIDENTIAL**

**School: Disclosure/incident/CP concerns**

Date:		Name/Role of person completing form:	
Name of Child:		Name /Role of person child disclosed to:	

Details of disclosure by child/incident/CP concerns:

Action taken by person/s above:

Date of notification to CP lead/Deputy	Name of CP lead/Deputy
--	------------------------

Detail of decision/action by CP lead/deputy:			
Reasons for decision by CP lead/deputy:			
Notes/date re feedback to person raising child protection concern:			
Tick to confirm added to pupils chronology and placed in pupil's CP file:		Tick to confirm added to CP overview sheet:	
Date of review:			
Notes of review:			

## INTER-AGENCY REFERRAL FORM

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

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

### A. CHILD/ YOUNG PERSON

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.:			

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

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

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

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

**C. OTHER HOUSEHOLD MEMBERS**

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

**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

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

<b>The parent/carer has given consent to the referral.</b>		
--	--	--

**F. INFORMATION ON STATUTORY STATUS**

	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?		

**G. KEY AGENCIES INVOLVED**

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

**H. INFORMATION SUPPORTING THIS REFERRAL**

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

**REASON FOR REFERRAL/REQUEST FOR SERVICES**

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

**Scale how safe you think the child is:**

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

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

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

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

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

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

<i>What do you see as the cause of the problem?</i>
<i>What do you expect to happen as a result of this notification?</i>

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

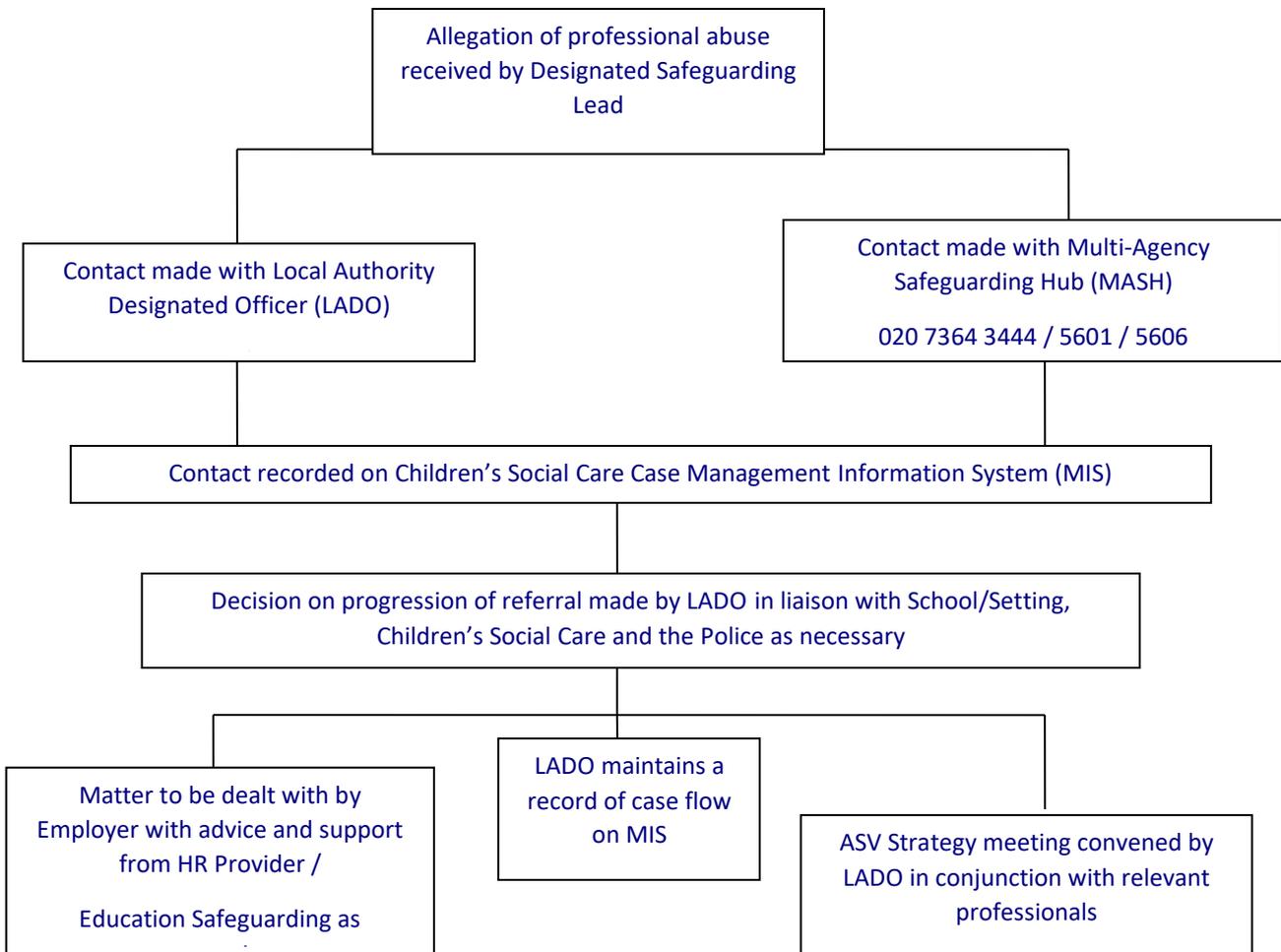
Name of worker completing this referral (please print)			
Agency			
Address			
Ward/Consultant			
Telephone number			
Signature		Date	

Name of social worker taking referral			
Team		Date	

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

*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?*

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



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

**Sexting:** how to respond to an incident (**Guidance produced by the UK Council for Child Internet Safety**).

An overview for all teaching and non-teaching staff in schools and colleges.

This document provides a brief overview for frontline staff of how to respond to incidents involving 'sexting'. All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school's safeguarding policies. The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People, and should not refer to this document instead of the full guidance.

### **What is 'sexting'?**

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

### **What to do if an incident involving 'sexting' comes to your attention**

Report it to your Designated Safeguarding Lead (DSL) immediately.

- Never view, download or share the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

**If a 'sexting' incident comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.**