



Harry Gosling Primary School - CHILD PROTECTION POLICY

Agreed by Governors: October 2020

September 2020

**EVERY
CHANCE
for EVERY
CHILD**

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Tower Hamlets Education Safeguarding Service has provided this policy structure to assist schools when reviewing their Child Protection policy for ratification by the Governing Body. If schools decide to use this policy outline, then they should ensure that the resulting policy is tailored to the school setting and individualised. The responsibility remains with the governing body to ensure that the Child Protection policy is compliant and effective for the individual school.

Harry Gosling principles: Every child is entitled to a good education, with equal access to knowledge, skills, opportunities, aspirations, life chances and dignity. At Harry Gosling Primary School, achievement is not just about academic excellence, it's about personal growth too. It's about how we treat each other, what we value and how we contribute to our surroundings and community.

At Harry Gosling:

- Our school is a happy, safe and enriching place.
- We work hard as a team so everyone can achieve their best.
- Everyone has a voice and is a valued member of our school.
- We respect and celebrate our individuality and treat one another equally.
- We learn in fun and exciting ways to develop our wide interests and talents.
- Excellent relationships between school, families and the community help us to succeed.
- We learn to become responsible citizens and lifelong learners, so we can enjoy happy and successful lives

Our school values of Teamwork, Excellence, Equality and Responsibility help us all to follow our school motto: 'Shining in everything we do'.

We are committed to upholding the highest standards of safeguarding at Harry Gosling. We have the following policies in place to support these standards:

- Child Protection Policy
- Online Safety Policy
- Prevent Policy
- Staff safer code of conduct
- Complaints Procedure
- Whistleblowing Policy

Safeguarding and promoting children's welfare is everyone's responsibility. Those that come into contact with our children should consider, at all times, what is in the best interests of the child.

This policy is available on the staff shared computer drive (in the 'Policies' folder) and on the school website (www.harrygoslingprimary.co.uk)

All school policies relating to safeguarding will be reviewed at least annually unless an incident, new legislation or guidance calls for the need for a review.

Procedures within this CP policy apply to all staff, volunteers and governors and they have been written in accordance with 'Keeping Children Safe in Education 2020' and 'Tower Hamlets Safeguarding Children Partnership' supplementary guidance (THSCP).

COVID-19. *Requirements for local interventions will continue to be reviewed, as the impact of COVID19 on schools develops over the year.*

1. CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions and decision making.
- All children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, all have equal rights to protection.
- All staff including supply staff and volunteers have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- The DSL will ensure that all pupils and staff involved in child protection issues will receive appropriate support.

2. PURPOSE OF POLICY

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

3. SAFEGUARDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002 (maintained schools only)

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

4. THSCP SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

- London Child Protection Procedures revised 5th Edition (London Safeguarding Children Board, March 2020)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2020
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2020

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Children's Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three key safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- **Local Authority** James Thomas, Corporate Director of Children's Services London Borough of Tower Hamlets
- **Clinical Commissioning Group** Selina Douglas, Managing Director TH CCG
- **Police** Marcus Barnett, Commander, Central East Basic Command Unit, Metropolitan Police

Keith Makin is the THSCP's Independent Scrutineer, who will act as a critical friend to all partners and agencies. All staff have been made aware of the new local arrangements especially the Governing body, senior leadership team, and the DSL. As a named relevant agency, the school is under a statutory duty to cooperate with the THSCP arrangements. The school will engage with the borough's Designated Safeguarding Leads forums, THSCP safeguarding training offer, and the school will participate in the borough's section 175/157 and section 11 Safeguarding Self-Evaluation process submitting the completed self-evaluation when requested.

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

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

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

7. ROLES AND RESPONSIBILITIES

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

The school has four DSLs: Emma Brown (Lead), Jennie Bird, Jo Smith and Elizabeth Willis. The Safeguarding Governor is Abul Hussain.

The role of the DSL includes:

- ensuring all staff read and understand the school's safeguarding policies and that procedures are followed by all staff;
- advising and supporting staff as they carry out their safeguarding duty;
- encouraging a whole school approach to safeguarding, which is when paramountcy of the welfare of the child underpins all systems, policies, procedures, and decision making;

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

The school ensures that one of the DSLs is on site at all times. If this is not possible, due to exceptional circumstances, then safeguarding issues are referred to Miriam Wolfe (Assistant Head Teacher)

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

All staff, governors and volunteers have a duty to keep pupils and themselves safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by adults that demonstrate integrity, maturity and good judgment. Any concerns must be immediately reported to a DSL. Pupils are made aware of how to keep themselves safe and what to do if they have concerns. Every classroom has an NSPCC 'Speak Out' poster giving details of what children can do if they are worried. They are also spoken to in class and assemblies about how to get help if they need it. Staff toilets have posters relating to adult safeguarding issues and how to get help.

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

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

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

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

9. CHILDREN IN NEED OF A SOCIAL WORKER

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

10. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

The school offers support with mental health issues through interaction with the appropriate members of staff. In addition, we employ an 'Emotional Literacy' Advisor and work with the

'Tower Hamlets Emotional Wellbeing Service (THEWS). Referrals can be made to CAMHS if needed.

11. LOOKED AFTER CHILDREN AND CARE LEAVERS

Staff have the skills, knowledge and understanding to safeguard Looked After Children (LAC) 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.

Our designated teacher for LAC is Elizabeth Willis. She works with the Virtual School to safeguard and promote the educational outcomes of Looked After Children and Care Leavers, ensuring their support is reviewed using their PEP form and LAC Review meetings.

12. SEND CHILDREN

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

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

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

13. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The school follows up on absences as part of its safeguarding duty. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

As stated in our Attendance Policy, at Harry Gosling:

- *our designated member of staff follows up all absences with families;*
- *Children's attendance is monitored every week by the Attendance Team. All children below 90% attendance would be considered for a referral to the AWA, following initial contact from the school;*
- *A child who has low attendance and persistent late marks will have a letter sent home, and the parent/carers will be invited in to discuss this before a referral is made to the AWA.*

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

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

14. WHISTLEBLOWING

Our Whistleblowing Policy supports people to:

- *raise concerns internally as a matter of course, and receive feedback on any action taken;*
- *have matters dealt with quickly and appropriately; and ensure that concerns are taken seriously;*
- *feel reassured that they will be protected from reprisals or victimisation for whistle-blowing in good faith;*
- *take the matter further if they are dissatisfied with the Governing Body's response.*

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

15. ALLEGATIONS AGAINST STAFF

When an allegation is made against a member of staff including supply staff and volunteers, the school's procedures will be followed. The procedures are compliant with KCSIE 2020 part 4 and THSCP supplementary guidance- Managing Allegations of Abuse against Staff – September 2020.

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

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

At Harry Gosling, we follow all the required protocols and consult the Local Authority Designated Officer (LADO) for advice if an allegation is made against a member of staff, including supply staff. The head teacher will be the case manager and take the lead in contacting the LADO immediately for an initial discussion.

If the allegation concerns the head teacher, then the chair of governors shall make contact with the LADO.

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

LBTH Local Authority Designated Officer (LADO):

Melanie Benzie

Email:

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

Telephone:

207 364 0677

16. STAFF TRAINING

We provide whole school safeguarding training and this is updated within all the required timescales. Registers are kept and, if staff have been absent, the DSL will ensure they have the information they need. Each new school year begins with a brief safeguarding update / reminder session and these are carried out at various points during the year. New staff (including those that arrive midway through the year) have a session with the DSL to discuss procedures, and any further training needs are highlighted.

All staff read the relevant policies and KCSIE 2020 Part 1 via Smartlog, and this is monitored by the DSL and School Business Manager (SBM).

DSLs have all received the appropriate training to carry out the role.

17. SAFER RECRUITMENT

The school's safer recruitment procedures comply with Keeping Children Safe in Education 2020 part 3 and the local safeguarding partner arrangements by carrying out the required checks and verifying the applicant's identity, qualifications and work history. At least one member of each recruitment panel will have attended safer recruitment training.

We adhere to the 2018 Childcare Disqualification Regulations and the statutory guidance. Relevant staff involved in EYFS and/or before or after school care for children under eight) have been made aware of the Regulations and their obligations to disclose relevant information to the school.

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

Visitors to the school, such as trainee teachers, volunteers and contractors have their DBS documents checked by the Admin Team. If anyone without a DBS needs to enter the school premises, a separate risk assessment will be carried out.

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

18. VISITORS

Visitors to the school must sign in via the 'Inventory' system and are handed a copy of our Safeguarding leaflet, so they are aware of the procedures that they need to follow whilst in the building.

DBS documents need to be supplied to the Admin Team before entering the building.

By signing in, visitors are agreeing to adhere to all school policies and uphold the values of the school. More details on this can be found in our Prevent Policy.

Any visitor who works directly with children will be in a room with a vision panel and may accompanied by other school staff, as appropriate.

19. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Our extended learning, eg. clubs, and off-site activities are subject to risk assessments and all the school's child protection policies and procedures apply to these activities.

Where other organisations provide services or activities on the site they are made aware of the school's safeguarding procedures so we can ensure they have the correct procedures in place, including safer recruitment procedures (including, if applicable, the Childcare Disqualification 2018 Regulations). When pupils attend off-site activities, including day and residential visits and work-related activities, the provider must give the school a copy of their own risk assessment.

20. STAFF/PUPIL ONLINE RELATIONSHIPS

Our Online Safety policy outlines all the procedures that must be followed to ensure that staff and pupils have appropriate and safe online relationships. Staff must ensure that their conduct is entirely professional and adheres to this policy at all times, eg. not engaging with pupils on social media. See our Online Safety Policy for more details.

21. MOBILE USE AND CAMERA USE

Adults working with children should leave their mobile phones on silent and only use them in private staff areas during school hours. Parents should not use their cameras to take photos on the school premises. Child/staff data should never be downloaded onto a private phone. See our Online Safety Policy for more details, eg. the 'Error! Reference source not found.' section on page Error! Bookmark not defined. and 'Error! Reference source not found.' section on page Error! Bookmark not defined..

22. IDENTIFYING ABUSE

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

The school is aware that children can be at risk of abuse, harm and exploitation beyond the family home. Extra familial harms include sexual exploitation, criminal exploitation and serious youth violence. All staff especially the DSL and Deputy DSLs will consider whether children are at risk of harms and exploitation in environments outside the family environment.

23. INDICATORS OF ABUSE

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

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

Emotional - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may

feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

The school is aware of the borough's LBTH Neglect Guidance and understands its important role in identifying children who may be suffering from Neglect.

24. SAFEGUARDING ISSUES

25. CHILD SEXUAL EXPLOITATION

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Some of the following can be indicators of CSE:

- children who have older boyfriends or girlfriends;
- 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;
- children who regularly miss school or education or do not take part in education.

Our PHSE and RSE curriculum helps children to address these issues, if/as appropriate to their age.

The school understands that challenges exist in the fact that children may not recognise the coercive nature of some relationships, and have difficulty in understanding themselves as a victim. This issue may be addressed generally in whole class work, or on more a personal level if appropriate for an individual child.

26. CHILD CRIMINAL EXPLOITATION

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

Through their understanding of KCSIE 2020, Part 1 and Annex A, staff are made aware of issues relating to criminal exploitation and 'County Lines' (a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas of the UK, using dedicated mobile phone lines or other form of "deal line"). We are alert to the increased vulnerability of children under 10 years old being exploited, because they are under the criminal age of responsibility.

27. SERIOUS YOUTH VIOLENCE

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

28. ONLINE HARMS

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

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

We use the LGfL filtering and monitoring system in school. This is fully auditable and trackable for the mutual protection and privacy of all staff, pupils and parents, as well as to support data protection.

The School's Online Safety Policy and Acceptable User Agreements exist as separate documents and can provide more details on how we ensure the children know how to keep themselves safe online.

Our separate Prevent Policy states that: 'We recognise the risks that the children may be exposed to online, and address this in our work in Computing lessons, PHSE and in assemblies and stand-alone sessions addressing online safety'.

29. DOMESTIC ABUSE

School staff are aware that the definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

The school has signed up to the Metropolitan Police's Operation Encompass and on receipt of a notification will provide appropriate support to the child.

30. HONOUR-BASED ABUSE

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they report this to the DSL.

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 statutory duty upon school staff to report to the police where they discover that FGM appears to have been carried out on a girl under 18 and we adhere to that at Harry Gosling.*

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

31. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate

the public and is made for the purpose of advancing a political, religious or ideological cause.

All staff have received training to raise their awareness of risks related to Extremist Islamism and the Far Right. The last whole school training for Harry Gosling took place in January 2020. In this, staff were alerted to Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. They are reminded of this at other times throughout the year in briefings, meetings and other relevant sessions.

The Head Teacher completes and reviews the school's Prevent Risk Assessment and Prevent Checklists annually.

Training, both on safeguarding and on curriculum development, help staff to understand how to support children with issues relation to radicalisation. In PHSE, RSE, topic work, texts used in English, assemblies, Circle Times, the School Council, etc. there are opportunities for pupils to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education).

In LBTH the Prevent Education Officer is Jasmin.Phillips@towerhamlets.gov.uk who can provide support with Prevent risk assessments, check lists and awareness training among staff and pupils. *She last met with the Healthy Schools Leader at Harry Gosling in January 2020*

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

32. PEER ON PEER ABUSE

Children may be harmed by other children. All staff recognise that children can abuse their peers and should follow the school's policy and procedures regarding peer on peer abuse. At the school all incidents of peer on peer abuse are treated very seriously and all forms are unacceptable. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. Peer on peer abuse can take many forms and may be facilitated by technology, including:

- physical abuse such as biting, hitting, kicking or hair pulling;
- sexually harmful behaviour and sexual abuse including inappropriate sexual language, touching, sexual assault or rape;
- sexting including pressuring another person to send a sexual imagery or video content;
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- upskirting – taking a picture under a person's clothing without their knowledge, which is a criminal offence;

- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive;
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

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

Any incident of peer on peer abuse is reported to a member of the Senior Leadership Team (SLT). A member of SLT is available to deal with any serious behavior incidents every lunch time, and throughout the day as appropriate. Both the perpetrator and victim are dealt with / supported as appropriate and in line with the school's Behaviour Policy.

We have zero-tolerance of discrimination such as racist or homophobic behaviour and these result in a parent meeting and a one day exclusion from class.

Any incident of peer on peer abuse reported to the DSL is taken seriously and will result in any appropriate action being taken, eg parent meetings, sanctions, referrals to outside agencies (depending on the nature of the incident).

33. PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex. This could take the form of sexual violence (rape, assault by penetration, sexual assault), sexual harassment (unwanted conduct of a sexual nature) or upskirting (taking a picture under someone's clothing without their permission). More details of these definitions can be found in KCSIE 2020. If staff have a concern about peer on peer sexual behaviour, or a child makes a report to them, they should speak to the DSL. Options will then include:

- *managing any support for the child internally via the school's support processes;*
- *an Early Help assessment;*
- *a referral for statutory services, eg. as the child might be in need, is in need or suffering, or likely to suffer harm.*

The school will comply with 'KCSIE 2020 part 5' and the non-statutory guidance 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges', when responding to reports of sexual harassment and sexual violence.

34. SEXTING

Children can abuse other children online or via text. 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’. Any reports of this must be referred to the DSL and the school will behave in accordance with UKCIS advice document, ‘Sexting in Schools and Colleges’.

Expectations of staff:

- *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.*

35. BULLYING (INCLUDING CYBERBULLYING)

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

We have a separate Anti-bullying Policy which gives details of our policies and procedures, as does our Online Safety Policy. We have clear definition of what constitutes ‘bullying’. It is behaviour that is:

- *Repeated;*
- *Intended to hurt someone either physically or emotionally;*
- *Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.*

We report all relevant incidents to LBTH.

Posters giving children advice on how to be a 'hero' if they spot bullying are on display in school (eg. in the dining hall and the playground) and referred to in assemblies and during other relevant teaching sessions.

36. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSLs have access to contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

37. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Primary children can be supported using an appropriate guide for 5-11-year olds. The guides explain each step of the process, support and special measures that are available.

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

Children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) (Barnardo's in partnership with HM Prison and Probation Service) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

39. PRIVATE FOSTERING

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

If staff become aware that a child may be privately fostered, they should alert the DSL. The DSL will then notify the Local Authority to allow checks that the arrangement is suitable and safe for the child. 210.

See DfE statutory guidance 'Children's Act 1989 Private fostering for comprehensive guidance on private fostering' for more details

40. YOUNG CARERS

Young carers are children who help to look after a relative with a disability, illness, mental health condition, or drug or alcohol problem. It also involves caring for a brother or sister. It may involve doing jobs around the home such as cooking, cleaning or helping someone get dressed. It may also involve giving emotional support. Some children start giving care at a very young age and don't necessarily realise they are carers. Other children may become carers overnight.

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that Young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring for can have a reassessment of their needs. The DSL will seek information and support from the LBTH Young Carers Program when identifying young carers and refer accordingly: Young.Carers@towerhamlets.gov.uk

41. TAKING SAFEGUARDING ACTION

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

- in an emergency take the action necessary to help the child (including calling 999);
- report your concern as soon as possible to the DSL, no later than the end of the day/
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern (there is a form for this on the school's computer system, with advice on what information to collect and how to speak to children in an appropriate way – eg. TED 'Tell me... Explain... Describe...';
- seek support for yourself if you are distressed.

42. EARLY HELP

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

Harry Gosling adopts the Tower Hamlets Early Help Strategy so that every family should get the right support at the right time to ensure that needs are addressed quickly, thus preventing further escalation or crises and ensuring that resources are put to the best possible use.

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

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

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

At Harry Gosling, the DSLs and SENCo will make a referral for Early Help intervention if it is identified as a need through the school's pastoral support system. In the first instance, they may call the Early Help Hub simply for advice as to the most appropriate next steps. They will complete an Early Help Assessment (EHA) form if needed. These cases are monitored via EHA Reviews or Team Around the Child / Family TAC/F meetings. This may lead to a referral to Children's Social Care (CSC) if the threshold has been met.

LBTH Early Help Hub:

0207 364 5006 (option 2)

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

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

MASH:

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

Child Protection Advice Line

020 7364 3444

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

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

This.Child@towerhamlets.gov.uk

43. HANDLING DISCLOSURES

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

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

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

Staff will share details of the disclosure with the DSL and a decision will be made on the most appropriate course of action, in accordance with the Local Authority guidelines.

Where possible, the school will notify parents / carers of a disclosure and discuss concerns with them, looking ways to support the situation appropriately with the family's support and consent. However, there are some circumstances where Local Authority protocol requires that we refer a case to social care without notifying the parents first. This is because the disclosure implies that the child is at immediate risk of significant harm, eg. a child makes a direct allegation of abuse such as being hit with an implement, has a distinct injury and/or is experiencing pain and/or discomfort and for which no reasonable and consistent explanation is available. The concern must be reported to the MASH/Child Protection Advice Line. If a less

distinct injury is noticed or if the child makes a reference to having been physically punished but no injury is evident and no pain/discomfort is reported, the DSL should raise this with parents/carers where possible. If there is a reasonable explanation and there is no pattern of unexplained injuries or other concerns, the incident must still be recorded.

The school will seek advice from the MASH / Child Protection Advice Line about whether or not they should inform parents of a disclosure.

44. CONFIDENTIALITY AND SHARING INFORMATION

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

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

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

At Harry Gosling we do all we can to work with families on supporting the needs of their child, and will gain parental consent wherever possible. However, if parents remain reluctant to give consent, and this puts the child at risk of further harm, the school may view this as a safeguarding concern in itself and report it to Children's Social Care (CSC).

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

45. REFERRING TO CHILDREN'S SOCIAL CARE

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

LBTH Multi-Agency Safeguarding Hub:

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

Child Protection Advice Line:

020 7364 3444

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

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

At Harry Gosling, the following system is in place for handling reports:

- 1. Staff member receives a disclosure or has a concern about a child;*
- 2. Staff member makes a written record of the concern and contacts the DSL. The written record be appropriately professional: clearly written/legible, dated and signed;*
- 3. DSL consults the records in the safeguarding cabinet to check for any relevant history;*
- 4. DSL decides on appropriate next steps. These may include: talking to the child again, arranging to meet the parent, contacting the Local Authority for advice or to make a referral;*
- 5. Appropriate action will be taken, depending on the individual case;*
- 6. The records will be stored in the child/family safeguarding file and details added to the chronology sheet (if there is one for the family);*
- 7. Safeguarding records are kept in a locked cupboard in the Head of School's office.*

NB. DSLs also keep a record of all disclosures reported to them in school, and a brief overview of actions taken, since their previous OFSTED inspection on a form in the safeguarding folder on the computer system.

46. ESCALATION PROCEDURES

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

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

Appendix 1: MASH Poster

Appendix 2: School Record of Concern Form *(also available on the computer system)*

Appendix 3: THSCP Managing Allegations Flowchart

Appendix 1

<div data-bbox="989 331 1300 539"><p>Tower Hamlets Safeguarding Children Board</p></div> <div data-bbox="1189 443 1300 616"></div>
<div data-bbox="287 571 1300 683"></div> <div data-bbox="298 703 1294 1225"><h1>MULTI – AGENCY SAFEGUARDING HUB (MASH)</h1></div> <div data-bbox="399 1292 1189 1529"><h2>0207 364 3444 / 5601 / 5606</h2></div> <div data-bbox="568 1568 1016 1630"><p>direct line 9.00am – 5.00pm weekdays (not including public holidays)</p></div>
<div data-bbox="263 1715 445 1783"><p>Designated Safeguarding</p></div> <div data-bbox="263 1778 1316 1809"><p>Lead:.....Date.....</p></div>

Appendix 2



Report of Child Protection concerns



Pupil's name:

Date of birth:

Class:

Form completed by:

Date:

You must record any concerns you have. If you speak directly to the child please remember the following:

- Is there evidence of injury? If so please draw diagram to show where.
- What other indicators are there? (eg, appearance, behaviour)
- State where and when a disclosure was made and who else was present.
- You must NOT
 - interrogate the child (you must let them lead the conversation - as far as possible)
 - ask probing / leading questions or suggest answers; Use the 'TED prompt' - Tell me Explain.....Describe.....
 - let the child think you are judging in any way
 - promise to keep a secret

If a child makes a disclosure about physical chastisement then we will need the following information:

When did it happen? What reason was given? Where on the body? Was an implement used? How many times? Is there a mark? Has this happened before?

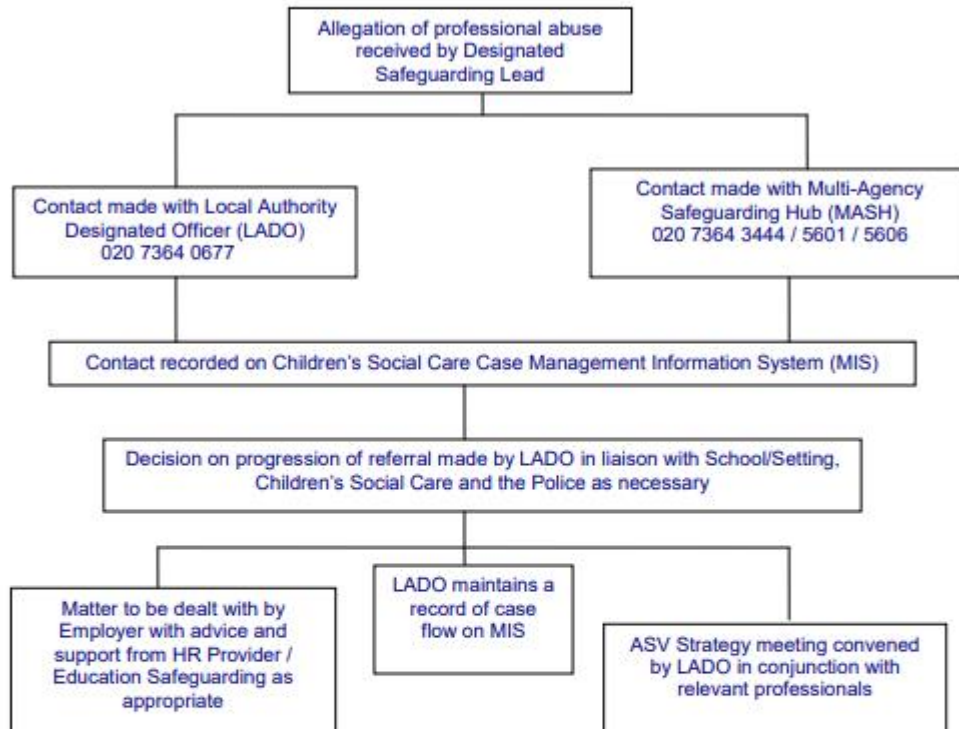
If you can get this information during the initial conversation then please record the answers given. If not, then the DSL will have to get the information from the child during another discussion.

Please give this form to the DSL (Emma, Jo, Elizabeth or Jennie) immediately.

Date	Details of disclosure/observed concerns

Appendix 3

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