



HARBINGER PRIMARY SCHOOL

Safeguarding and Child Protection Policy September 2022

Approved by:	Governing Body	Date: September 2022
--------------	----------------	----------------------

Last reviewed on:	September 2022
-------------------	----------------

Next review date:	September 2022
-------------------	----------------

Scope of Policy: This policy applies to all staff, governors, pupils, and volunteers at Harbinger Primary School.

CONTENTS

1. CORE SAFEGUARDING PRINCIPLES	6
2. PURPOSE OF POLICY	7
3. SAFEGUARDING LEGISLATION AND GUIDANCE	7
4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE	7
5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP	8
6. KEY DEFINITIONS	8
7. ROLES AND RESPONSIBILITIES	9
8. RIGHTS OF THE CHILD	11
9. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM	13
10. CHILDREN IN NEED OF A SOCIAL WORKER	14
11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT	15
12. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN	15
13. SEND CHILDREN	16
14. CHILDREN MISSING EDUCATION AND CHILDREN MISSING	17
15. ELECTIVE HOME EDUCATION	18
16. WHISTLEBLOWING	18
17. ALLEGATIONS AGAINST STAFF & REPORTING OF LOW-LEVEL CONCERNS	19
18. STAFF TRAINING INCLUDING TRAINING FOR GOVERNORS	20
19. VISITORS	21
20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS	22
21. IDENTIFYING ABUSE	23
22. INDICATORS OF ABUSE	24
23. VOICE OF THE CHILD	25
24. SAFEGUARDING ISSUES	26
25. CHILD SEXUAL EXPLOITATION	26
26. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES	27
27. SERIOUS YOUTH VIOLENCE	29
28. ONLINE HARMS	29
29. DOMESTIC ABUSE	33
30. SO-CALLED HONOUR-BASED ABUSE	33
31. RADICALISATION AND EXTREMISM	35

32. CHILD-ON-CHILD ABUSE	36
33. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT	39
34. YOUTH PRODUCED SEXUAL IMAGERY	42
35. BULLYING (INCLUDING CYBERBULLYING)	43
36. HOMELESSNESS	44
37. CHILDREN AND THE COURT SYSTEM	44
38. CHILDREN WITH FAMILY MEMBERS IN PRISON	44
39. PRIVATE FOSTERING	45
40. YOUNG CARERS	45
41. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS	46
42. MODERN SLAVERY	46
43. TAKING SAFEGUARDING ACTION	46
44. EARLY HELP	47
45. HANDLING THE REPORTING OR SHARING OF CONCERNS	48
46. CONFIDENTIALITY AND SHARING INFORMATION	49
47. REFERRING TO CHILDREN'S SOCIAL CARE	50
48. ESCALATION PROCEDURES	51

Introduction

At Harbinger, our values are 'Togetherness, Wellbeing and Learning'. These values underpin everything that we do at Harbinger. Our priority is 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 2022.*

Harbinger 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 Harbinger 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 Harbinger 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 Harbinger Primary School pupils and staff. It identifies actions that should be taken to address any concerns about pupil welfare.

The Designated Safeguarding Lead 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 Harbinger 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 2022

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

At Harbinger 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 Togetherness, Wellbeing and Learning. 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

Harbinger School Safeguarding and Child Protection Policy can be found on the school website 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 Microsoft Teams in our All Staff file and at the start of the academic year all staff attend an Inset training session on this. In addition, throughout the year we run termly training sessions and provide regular safeguarding updates in our weekly staff briefing.

A hard copy can also be obtained from our school office upon request.

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
Online Safety Policy
PSHE: Personnel, Social, Health Education
Positive Handling
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://harbingerschool.co.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 Lead, Head Teacher and Governing Body, unless new legislation or guidance calls for an immediate need to review in between times.

At Harbinger 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 Lead or deputies, 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.

1. CORE SAFEGUARDING PRINCIPLES

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns shared and reported by children 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 concern shared that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.

These 6 core principles are embedded within the school’s safeguarding arrangements; underpin the school’s safeguarding policies, procedures and

systems; and pervade the whole school approach to safeguarding at Harbinger school.

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 (Local maintained schools only)
- The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
- The Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- Working Together to Safeguarding Children 2018 (Updated July 2022)
- Keeping Children Safe in Education 2022 (1 September 2022)
- What to do if you're worried a child is being abused 2015
- The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- The Teacher Standards 2012

4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

- London Child Protection Procedures revised 7th Edition (London Safeguarding Children Board, March 2022)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance

- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2022
- 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 2022

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

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

Partnership can be found on the website:
<http://www.childrenandfamiliestrust.co.uk/the-lscb/>

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

The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Child Safeguarding Practice Reviews,¹ participate in the THSCP multi-agency safeguarding training offer, and co-operate with the THSCP's and borough's Section 175/157 School Safeguarding Audit cycle.

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

¹ For more information on the Rapid Review process, Child Safeguarding Practice Reviews and Child Death Reviews, Working Together 2018 Chapters 4 and 5 should be consulted. Working Together 2018 paragraphs 25-27 provide more information on the expectation of school's role within the safeguarding partnership arrangements.

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

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

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 Governing Body have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including *Keeping Children Safe in Education*, ensuring 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 for the education setting.

In accordance with the statutory requirement for a named member of the Governing Body to take leadership responsibility for safeguarding at the school the Safeguarding Link Governor is Father Tom Pyke.

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

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

Designated Safeguarding Lead:

Jubeda Ahmed, Acting Deputy Headteacher jubeda@harbinger.towerhamlets.sch.uk

Deputy Designated Safeguarding Lead:

Nimesha Nagahawatte, Head of School nimesha@harbinger.towerhamlets.sch.uk

Deputy Designated Safeguarding Lead:

Rebecca Abrahams , Executive Headteacher executivehead@stlukeslondon.org

Designated Safeguarding Governor: Father Tom Pyke **On Line**

Safety Governor: Father Tom Pyke

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

All staff have a responsibility to provide a safe environment in which children can learn.

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

- Complete a CP Concern form found in:
All Staff Team ->Safeguarding – CP concern form

Hard copies are available in staff room and all offices.

- Speak to the DSL or DDSL in person and e-mail to:
jubeda@harbinger.towerhamlets.sch.uk
and copy in - nimesha@harbinger.towerhamlets.sch.uk and
executivehead@stlukeslondon.org E-mails are accessed by the Safeguarding Team every weekday.

- You will be advised of receipt of the CP form.
- Any other information provided will be on a need-to-know basis.

If in doubt about any safeguarding matter, staff should **always** speak to the DSL. The above steps should be taken immediately after a disclosure has been made or a member of staff becomes aware of a safeguarding concern. The DSL must be spoken to on that day too.

All staff are expected to keep the school values at the core of their daily conduct and understand that they have a legal duty to safeguard the child. Ultimately, the best interests of the child must be at the centre of all decision making, behaviours and action taken in relation to children.

8. RIGHTS OF THE CHILD

The school upholds the human rights of the child in accordance with the Human Rights

Act 1998.² It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following Convention rights of the child across its safeguarding policies and procedures:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: protects the right to education.

In accordance with the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). Our school's Equality Policy can be found on our school website that explicitly states our commitment to Equality for all our stakeholders. The school is committed to supporting and taking positive action towards children with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race- who may be at a disadvantage and be disproportionately vulnerable.

In fulfilment of the school's Public Sector Equality Duty the school has due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

Within the context of safeguarding and promoting the welfare of children, the school pays particular attention to supporting pupils with protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. The school takes positive actions such as attending Para SEND sports events on a termly basis, the school works closely with parents of children with SEND so that the children can take full part in all the activities on offer in school. As part of our reasonable adjustments the school has parents attending residential and day school visits to enable all children to take part in the full experience on offer at school.

As evident in the Serious Case Review Child Q, the school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting

² <https://www.equalityhumanrights.com/en/human-rights>

professional judgement.³ All staff share in the whole school's commitment to ensure 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.

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace.⁴ The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education. Harbinger is signed up to the Tower Hamlets Antiracist curriculum project for the upcoming academic year. We have a steering group made of staff from across the school working on this with the aim to then cascade it amongst all stakeholders of the school.

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

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

A Child who:

- is disabled or has certain health conditions and has specific additional needs;
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
 - has a mental health need;
 - is a young carer;
 - is showing signs of being drawn in to 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;

³ <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf> ⁴ https://www.towerhamlets.gov.uk/ignl/community_and_living/Inequality-Commission/Black-Asianand-Minority-Ethnic-Inequalities-Commission.aspx

- 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.

10. CHILDREN IN NEED OF A SOCIAL WORKER

Children who have been allocated a social worker may have experienced abuse including neglect and belong to a family that has many complex circumstances. Staff should recognise that these children will have experienced adversity and trauma that can leave them vulnerable to further harm, as well as educationally disadvantaged, and have a negative impact on their attendance, learning, behaviour and mental health.

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

All staff at Harbinger recognise that as frontline workers they are in an important position to identify concerns early, provide help and support to children, promote children's welfare, and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn. All staff have a responsibility to report safeguarding concerns immediately to the DSL. In the case of a child who is already known to a Social Worker, staff must ensure they are extra vigilant and keep written records of any concerns. Staff will be required to provide the DSL with written feedback as and when required for safeguarding meetings.

11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems.⁴ All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

If staff 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 Senior Mental Health Lead at Harbinger, Jubeda Ahmed to agree a course of action. This will include close liaison with parents / carers of the child and might include referring the child to the school's Learning Mentor, or a referral to CAMHS.

In addition, at Harbinger there are 5 trained Mental Health First Aiders (MHFAs) who will also be available to provide support for the child once a course of action has been agreed with the parents / carers and the child.

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

12. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN

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

Staff need to have the skills, knowledge and understanding to safeguard Looked After Children and Previously Looked After Children in recognition of their heightened vulnerability.

⁴ For further information staff should read relevant government guidance including [Promoting and supporting mental health and wellbeing in schools and colleges](#) (2022) and [Mental Health and Behaviour in Schools](#) (2018)

The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children. The designated teacher will work with the Virtual School to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

Harbinger's Designated Teacher for Looked After Children is Jubeda Ahmed, as part of the role, she attends the borough's training for this and has had specific training in conducting PEP meetings and completing ePEPS. In previous years when the school has had LAC children, the DT has worked closely with the Virtual School to set a personal budget for the child and to agree on additional support for the child both pastoral and educational. In addition to the termly PEP review meetings which the child's class teacher will contribute to, LAC children will also be specifically discussed at termly Pupil Progress meetings. On a daily basis, staff need to be extra vigilant with LAC as they would have experienced trauma in their lives and may still be going through emotional trauma from being separated from their biological family.

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.

13. SEND CHILDREN

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

- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse; and

- communication barriers when reporting abuse and difficulties in overcoming these barriers.

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

Further information on safeguarding SEND children is available in the nonstatutory 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 Harbinger we have increasing numbers of children with Special Educational Needs (SEN) and Disabilities. 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 our Learning Mentor.

Provision will be put in place to ensure that all pupils, regardless of their needs, can communicate a need/worry/concern if they wish to.

14. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

The school closely monitors attendance, absence and exclusions. A child going missing from education is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, child criminal exploitation or mental health problems. Staff should be alert to children already known to be vulnerable going missing from education especially Children known to a Social Worker and Looked After Children.

The school follows up on absences as part of its safeguarding duty. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

At Harbinger, there is a robust system in place in relation to children's absences. The school office team make daily absence calls to parents and carers from the first day a child is absent from school. This information is then inputted onto the school MIS system. In addition to this we have an Absence communication channel on Microsoft Teams dedicated to the sharing of this key information with the DSL and Head of School. If we are unable to make contact via telephone with the family, we carry out joint home visits to establish the reason for the absence. The school's attendance policy can be found on our website.

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 / 07562 431 817

15. ELECTIVE HOME EDUCATION

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

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

16. 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.

All staff at Harbinger are encouraged to familiarise themselves with the school's Whistleblowing Policy (available on our all staff shared drive).

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available including:

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

17. ALLEGATIONS AGAINST STAFF & REPORTING OF LOW-LEVEL CONCERNS

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2022 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2022.

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

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

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

On receipt of a report of an allegation, the head teacher will make immediate contact with the Local Authority Designated Officer for an initial discussion. If the allegation concerns the head teacher, then the Chair of Governors shall make contact with the LADO.

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

Concerns about staff that do not meet the harm threshold and the allegation criteria set out above are known as Low-Level Concerns. Staff should report low-level concerns and self-report low-level concerns about themselves in accordance with the school's procedures on low-level concerns, which are found in the school's Staff Code of Conduct. The school's Staff code of conduct can be found on our all staff shared drive, which has section on Lowlevel concerns.

18. STAFF TRAINING INCLUDING TRAINING FOR GOVERNORS

In addition to School Staff, Governors and Trustees are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements in place.

All staff and volunteers receive appropriate safeguarding and child protection training, as well as online safety at least annually. Additionally, all staff will receive safeguarding and child protection updates throughout the year, via staff briefings, staff meetings and by email. Governors also receive yearly training and further updates via ternly reports.

Induction training for new staff includes:

- The Safeguarding and Child Protection Policy and associated policies including the Behaviour Policy, On line safety policy, our procedures for managing children who are missing from education and the staff code of conduct.
- Signs and symptoms of abuse (emotional, physical and sexual) and physical neglect
- How to manage a disclosure from a child as well as when and how to record a concern about the welfare of a child.

All staff are allocated time within directed hours to read Part 1: Keeping Children Safe in Education 2022

This is done in the first Safeguarding INSET training at the start of the academic year, the DSL organises a KCSIE quiz each year to ensure al staff have a full understanding of this.

A record will be kept ensuring that all staff receive safeguarding induction training. For those who miss training, additional training opportunities will be arranged asap.

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

19. VISITORS

Harbinger's visitors policy can be found on the school website. The school office team have specific training time with the DSL around the protocols on having visitors on site.

All visitors:

- Are met on arrival at reception where they sign in and an ID badge is issued.
- If applicable the visitors ID information and DBS details are checked.
- 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 DSL will take action to address the concern in line with the school's Safeguarding and Child Protection policy.

Harbinger 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 Visitors Guidance 2022.

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.

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](#).

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

At Harbinger 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 **Healthy Eating 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.

Harbinger 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.

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

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

22. 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 fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative 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 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 DSL is aware of the borough's [LBTH Neglect Guidance](#) toolkit and all school staff understand their important frontline role in identifying children who may be suffering from Neglect.

23. VOICE OF THE CHILD

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse.

There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, 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.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child's behaviour may be the first sign that a child has experienced harm. 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 need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns.

At Harbinger School the following systems are in place to facilitate children voicing their concerns and reporting abuse. These systems are accessible, understood by all children and promoted throughout the school -

- The worry box or equivalent, in classrooms where children can write anonymous concerns and highlight for the attention of teachers.
- DSL posters visible around the school and DSL / deputies have an open-door policy.

Children are aware of systems through assemblies, circle time sessions, as well as engagement from our school's learning mentor.

In addition to this, on the school's website there is a space under the Safeguarding section to report in safeguarding concerns. This can be used by older children if they wish.

24. SAFEGUARDING ISSUES

25. CHILD SEXUAL EXPLOITATION

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

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

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

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

- Children who are in possession of multiple phones and overly anxious to check their phones

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

Through the school's PSHE and RSE curriculum staff are able to communicate the risks associated with CSE with children.

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

26. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

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

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

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

harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to

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

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

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

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other 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 to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

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

Many of the indicators of children involved in County Lines are as described above under CCE. However, in addition they can include children who:

- go missing from education and/or home and subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘traphouse or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and The Children’s Society [County Lines Toolkit For Professionals](#).

[N.B. Primary schools should be alert to the increase vulnerability of children under 10 years old being exploited because they are under the age of criminal 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

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

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

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

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk that should form the framework for school's approach to Online Safety:

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

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline 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), which provides early intervention where children 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.

At Harbinger we ask that all staff take these statistics into consideration when observing children's on line behaviour as well as when delivering the On Line Safety and RSE Curriculum each year.

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.

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 on line 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 on line 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; CP Concern Form: Appendix 5)

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

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:

- Harbinger 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.

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

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

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

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. 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, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

Harbinger has an Online Safety Policy and it exists as a separate policy, the school's Acceptable Use Agreement for staff and pupils, and within this use of Mobile Phone and Smart Technology is mentioned. As with all safeguarding policies Online safety is reviewed throughout the year and in particular if any new risks arise such as new online games or platforms to communicate via.

Staff should report Online Safety concerns about pupils to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world. For most children there is little

distinction between the online and face to face interactions as the two environments often intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

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

29. 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 and is not restricted to the family home. According to the definition the person perpetrating the abuse and the person to whom the abusive behaviour is directed towards must be aged 16 or over and be "personally connected". Domestic Abuse may involve a range of abusive behaviours, which may be a single incident or a pattern of abuse, including physical, sexual, emotional and economic abuse, and coercive and controlling behaviour.

Staff should be aware that all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home because of the abuse. Children can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

The school has signed up to the Metropolitan Police's Operation Encompass project. Operation Encompass ensures that when police are called to an incident of domestic abuse, and where there are children in the household, the police will notify the school's Designated Safeguarding Lead before the child arrives at school the following day, so that the school can provide 'silent support' to the child.

30. SO-CALLED HONOUR-BASED ABUSE

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family

and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of Honour Based Abuse, or already having suffered Honour Based Abuse.

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

Female Genital Mutilation

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

At Harbinger, advice and guidance is adhered to that is stated in the [HM Government Multi-Agency Statutory Guidance on FGM](#), Updated 30th July 2020]

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

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

Forced Marriage

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Schools and colleges can play an important role in safeguarding children from forced marriage.

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fcdo.gov.uk.

In cases such as this, the School will refer to the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines [The Right to Choose](#) Updated June 2022]

Virginity Testing and Hymenoplasty

The government has made it illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK, as part of the Health and Care Act 2022.

It is also illegal for UK nationals and residents to do these things outside the UK.

In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance [Virginity testing and hymenoplasty: multi-agency guidance](#) (July 2022).

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 is part of the school's safeguarding approach.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

At Harbinger, staff are always encouraged to refer to the [Statutory guidance on the Prevent duty](#), which explains schools' duties under the CounterTerrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. Paragraphs 57-76 pertain to schools.

The school has completed a Prevent Risk Assessment, which was reviewed in July 2022 alongside the borough's prevent officer Eleanor Knight. The school reviews this as part of the regular reviews on all the safeguarding policies and gave itself a RAG rating of green which was authorised by the prevent officer.

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.

In LBTH the Prevent Education Officer is Eleanor Knight
Eleanor.Knight@towerhamlets.gov.uk.

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

32. CHILD-ON-CHILD ABUSE

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

Child-on-child abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child-on-child abuse.

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights.

Abuse is abuse and will never be dismissed as ‘banter’ or ‘part of growing up’. The school adopts a Zero Tolerance Approach to child-on-child abuse.

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

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

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 intention 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 or boys being subject to initiation/hazing type violence.

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This

includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

At Harbinger 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 Harbinger, 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.

If you are concerned about potential child-on-child abuse, you must report it to the Designated Safeguarding leads using the school's **CP 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 lead 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 learning mentor, SENco or Mental Health First Aiders;
- 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 and the police will be informed immediately.

33. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex and it can happen in any environment including schools, the family home as part of intra-familial abuse and via online platforms. It can also occur when a group of children sexually assaulting or sexually harassing a single child or a group of children. The abuse may be perpetrated by a younger child towards an older child because of an imbalance of power caused by factors such as height difference or cognitive ability.

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

In response to reports of child-on-child abuse school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will 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.

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

Staff should be aware of the importance of:

- challenging inappropriate behaviours;

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

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

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

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

All Staff need to be aware of the following:

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

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, the starting principle of referring to the police remains. In parallel to this the school will make a referral to Children's Services via the Multi Agency Safeguarding Hub.

Sexual Harassment

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

Sexual Harassment may include the following:

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

On a case-by-case basis the school will liaise with Children's Services and the Police as well as specialist services as part of the immediate response to

children-child sexual harassment and the ongoing support for all the children involved.

Harmful Sexual Behaviours

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. School recognises that Harmful Sexual Behaviours can, in some cases, progress on a continuum. It is therefore important for all staff to address inappropriate behaviours to help prevent problematic, abusive and/or violent behaviour in the future. Children displaying harmful sexual behaviours have often experienced their own abuse and trauma.

School takes seriously its duty to respond appropriately to all reports and concerns about children's sexual behaviours both online and offline, in and outside of the school, including reports of sexual violence and/or sexual harassment. The DSL has completed relevant training in responding to and managing harmful sexual behaviours and will draw upon appropriate resources such as the AIM Checklists and Assessment Tools. The DSL will liaise where appropriate with Children's Services, the Police and other specialist services.

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 Section 5 of Keeping children safe in education, September 2022 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. (KCSiE, September 2021) 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.

34. YOUTH PRODUCED SEXUAL IMAGERY

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

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

Incidents may also occur where:

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

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

When handling reports of Youth Produced Sexual Imagery, **staff must be aware that it is illegal for staff to view or share such imagery**. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with non-statutory guidance, [Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020.](#)

Harbinger's response to Youth Produced Sexual Imagery will be in accordance with UKCIS's non-statutory guidance, Sharing Nudes and SemiNudes. Advice for Education Settings working with Children and Young People 2020] and the response will be decided on an individual case by case basis.

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/Pupil Behaviour Policy/Child-on-child abuse Policy.

At Harbinger we have an Anti-Bullying policy and all staff should refer to this when responding to incidents of Bullying/Cyberbullying.

36. HOMELESSNESS

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. 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.

The DSL will raise concerns at the earliest opportunity about a family at risk of homelessness through the [Tower Hamlets Homeless and Housing Options service](#).

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. However, it is also recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and should be contacted in the first instance.

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.

The DSL will ensure that the children concerned are supported and where appropriate make use of the guides provided by the HM Courts & Tribunals Service for [children 5-11-year olds](#) and [12-17 year olds](#).

Making child arrangements via the family courts following parental separation can be stressful and entrench conflict in families. This can be stressful for children too. Where appropriate parents can be signposted to the Department of Justice's [information toolkit](#) for families on making child arrangements which sets out each party's responsibility including the importance of putting the needs of the children first in the process.

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

An estimated 310,000 children every year have a parent in prison in England and Wales and 10,000 visits are made by children to our public prisons every week. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The DSL will draw upon the resources and guidance offered through [The National Information Centre on Children of Offenders](#) (NICCO) to support the children involved and 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.

Staff should be vigilant about children who are in private fostering arrangements and report concerns to the DSL, who will notify the Local Authority through a MASH referral, as set out in the THSCP Multi-Agency Private Fostering Guidance (January 2022). The Local Authority will check the arrangement is suitable and safe for the child in accordance with the [Private Fostering statutory guidance](#).

40. YOUNG CARERS

A young carer is a person aged 18 or under who cares, unpaid, for a friend or family member. This can include, but is not limited to a person with:

- a long-term illness or condition
- a physical or learning disability
- a substance misuse problem
- a mental health problem

The support provided by a child can vary based on the condition of the person they are caring for, but typically young carers provide a combination of personal (such as helping to dress or bath them), practical (such as cooking, cleaning and shopping) and emotional care (such as talking through their concerns with them).

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring for can have a reassessment of their needs.

The DSL will follow the LBTH guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' (2020) and refer to the Young Carers program accordingly:

41. 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.

42. MODERN SLAVERY

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

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

The DSL will refer all potential child victims of modern slavery to the Local Authority via MASH.

43. 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. At Harbinger we encourage staff to notify the DSL as soon as possible.
- 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. At Harbinger we have our own record of concern form that is readily available to all staff This must be completed in full and then emailed to the DSL and followed up with a conversation. This information is then stored electronically and securely on our online recording system, CPOMs.
- seek support for yourself if you are distressed.

44. 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.

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

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed on page 9 of this policy.

At Harbinger, the class team around the child provide the initial and daily early help at all times for the any child in their class. If there is a child with known vulnerabilities then this child will be referred to the school learning mentor. This will all be under the guidance and instruction of the DSL who is also the SENDCo. If it is deemed necessary then provision for additional support will be sought via the Early Help Hub or services such as CAMHs. It may also be helpful to complete an EHA and hold regular Team Around the Child/Family meetings. This will be monitored and reviewed, if it is felt that progress is not being made at this level then the DSL will contact CPAL to seek advice about the next steps.

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

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

45. HANDLING THE REPORTING OR SHARING OF CONCERNS

At Harbinger we use a TED acronym to support our staff when handling disclosures made by a child.

T = tell me

E= explain to me

D= describe

In using this staff are able to allow the child to lead the discussion. The school's record of concern form also has some useful pointers to note down when reporting and sharing a concern such as the 4Ws (What, Who, When and Where).

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

All staff should reassure children that what they are sharing is being taken seriously and that they will be supported and kept safe. A child should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a child 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
- refrain from asking leading questions

- tell the pupil what will happen next
- inform the DSL as soon as possible
- seek support from their line manager if they feel distressed.

If the disclosure poses the child under immediate danger then parents will not be notified and the school will seek advice from Children's Social Care. If the disclosure is of a low level concern and the child's safety will not be compromised, then parents will be notified by the end of the school day of the disclosure.

46. CONFIDENTIALITY AND SHARING INFORMATION

Staff should never assume a colleague or another professional will take safeguarding action through the sharing of information that might be critical in keeping children safe. 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. If in any doubt about sharing information, staff should speak to their Designated Safeguarding Lead or a deputy.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

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

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.

Harbinger School'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 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.

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.

47. 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:

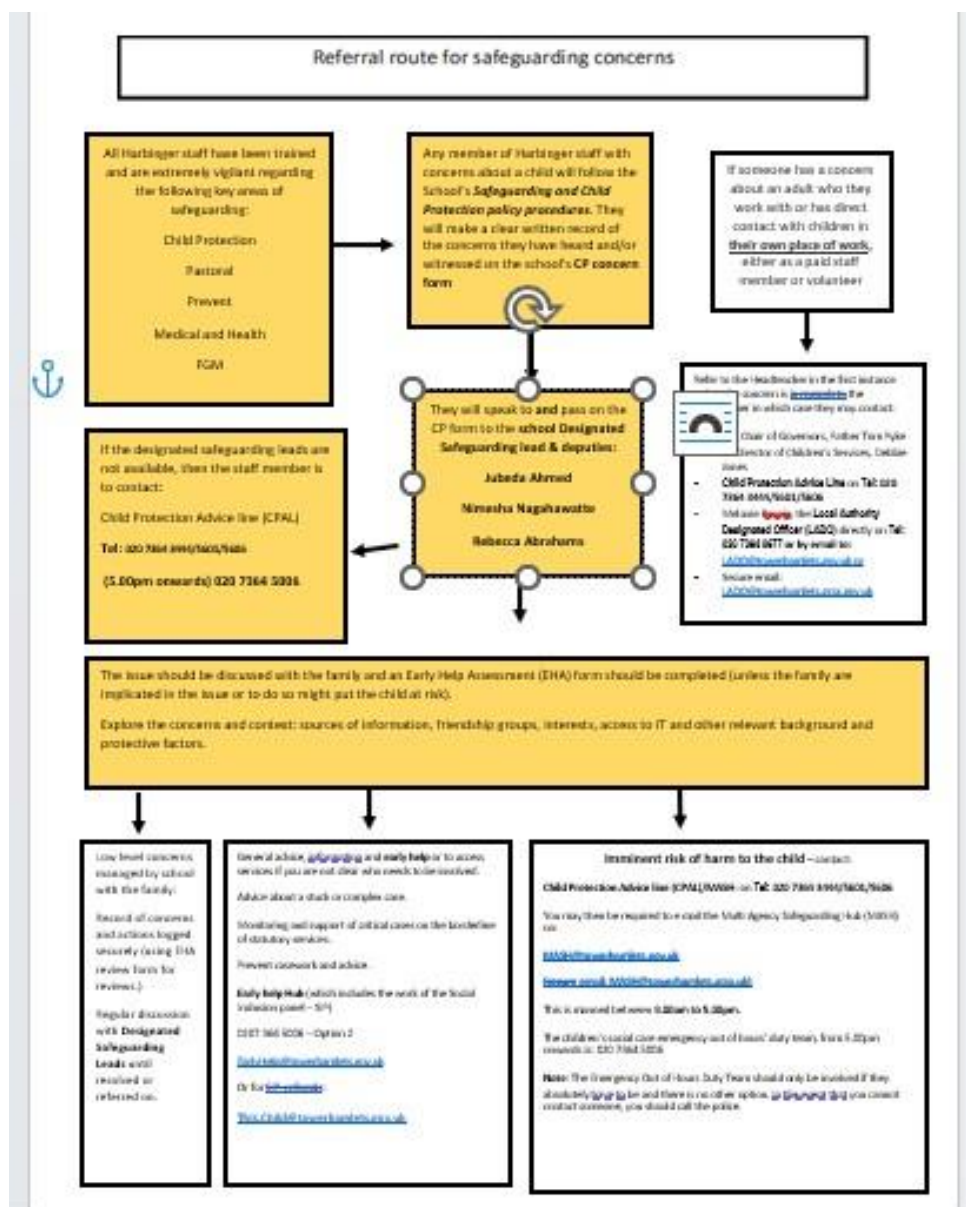
020 7364 5006 (Option 3) 020 7364 5601/5606

Child Protection Advice Line:

020 7364 3444

The DSL will contact CPAL/MASH in the first instance to seek advice and guidance. When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention Team to make a decision on the level of statutory response required in accordance with the LBTH Thresholds Guidance.

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



The image above is the flowchart for the process at Harbinger for the referral route for safeguarding concerns. Also available in the appendices section.

48. 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 Procedures for staff.

Appendix 2: Referral Route for Safeguarding Concerns.

Appendix 3: Prevent Referral Route

Appendix 4: MASH poster

Appendix 5: MASH inter-agency referral form

Appendix 6: THSCP Managing Allegations flowchart

Appendix 7: Prevent Referral Route

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

Appendix 9: Procedure for Sexual violence and harassment including child-on-child abuse

Appendix 10: Volunteer Classroom support staff agreement

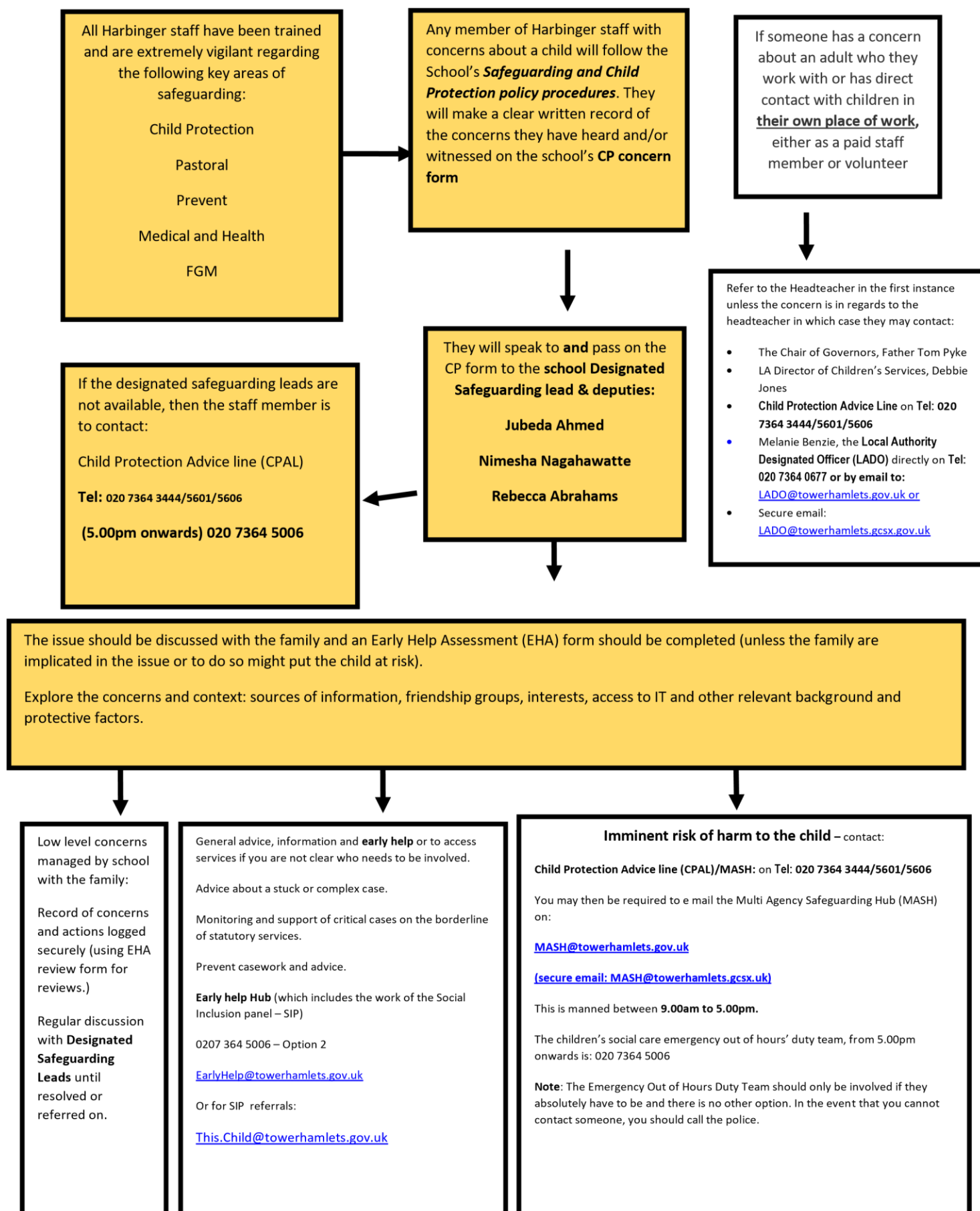
Appendix 11: Volunteer/placement staff data capture form

Appendix 12: Referral Pathways for IDVA's, Sanctuary Scheme and MARAC

Harbinger Primary School
Safeguarding Procedure for Staff. 2020/21

Safeguarding Procedure	Additional information
<p>1) You have a safeguarding concern/a child has made a disclosure:</p> <p>Complete a CP Concern form 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 CP Concern Form, found in each Bubble. Complete and give to the DSL or deputy DSL asap.</p>
<p>2) E-mail to:</p> <p>jubeda@harbinger.towerhamlets.sch.uk and copy in nimesha@harbinger.towerhamlets.sch.uk and executivehead@stlukeslondon.org</p> <p>E-mails are accessed by the Safeguarding Team every weekday.</p>	<p>If you have a Child Protection concern (ie the child is at imminent risk of harm), please contact the DSL/deputy DSL <i>immediately</i>. (It might be that the child should not go home.)</p> <p>Jubeda Ahmed DSL: available 5 days a week. Number obtainable from school office:02079871924</p> <p>Nimesha Nagahawatte DDSL: available 5 days a week on: 07974266981 Rebecca Abrahams DDSL: available 5 days a week, evenings and weekends: 07932995213</p> <p>Staff may make a CP referral themselves, but the DSL must be informed ASAP.</p> <p style="text-align: center;">Child Protection Advice Line: 020 7364 3444</p>
<p>3) You will be advised of receipt of the CP form.</p> <p>Any other information provided will be on a need to know basis.</p>	
<p>DSL: Jubeda Ahmed. Deputy DSL: Rebecca Abrahams. Deputy DSL: Nimesha Nagahawatte Other Team members: Shahera Uddin: Learning Mentor</p>	

Referral route for safeguarding concerns



Referral route for safeguarding concerns related to Radicalisation or Extremism

PREVENT

Any member of Harbinger'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 **CP 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 lead & deputies:**

Jubeda Ahmed

Nimesha Nagahawatte

Rebecca Abrahams

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

Or for SIP referrals:

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

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



MULTI – AGENCY SAFEGUARDING HUB (MASH)

**0207 364 3444
/ 5601 / 5606**

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

**Designated
Safeguarding Lead: Jubeda Ahmed
DDSL: Rebecca Abrahams, Nimesha Nagahawatte
September 2022**

Date:

Harbinger School Safeguarding Concern

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

Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person's safety

	Y / N	If no, state reason
The child/young person knows about the referral		
The parent/carer knows about the referral		
The parent/carer has given consent to the referral.		

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:

will happen again if something is n't done immediately 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.

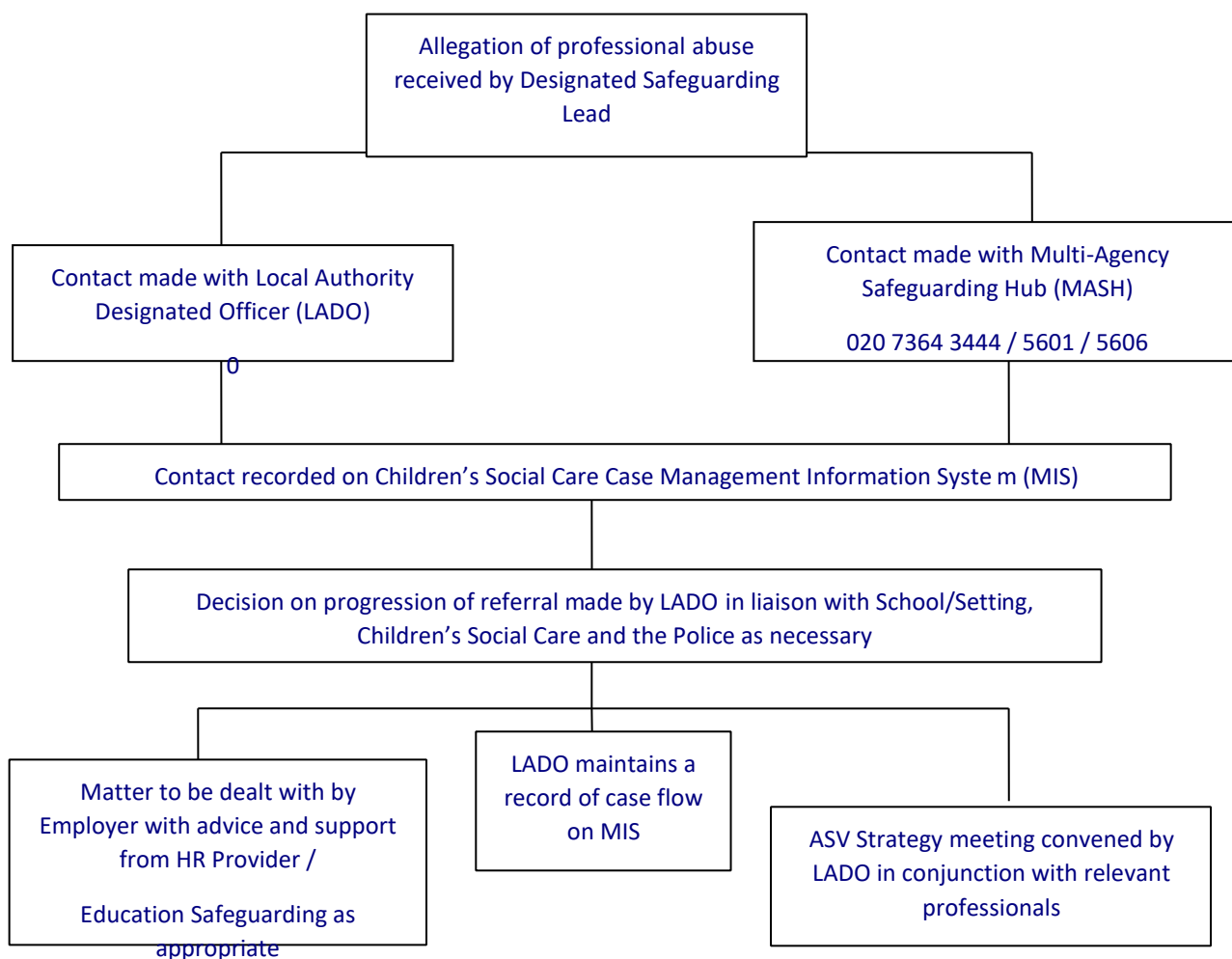
<i>What existing safety is there for the child(ren) – are there safe people around the child?</i>
<i>What are you most worried will happen to the child(ren) if the situation doesn't change?</i>
<i>What convinced you to take action now and contact us?</i>
<i>Have you done anything to address this problem (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>
<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): <i>On a scale of 0 to 10 with 0 being this is the worst case that the agency has ever worked with and 10 indicates that this is a case the agency would take no further action with, where would you rate yourself?</i>			

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



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

Alleged Perpetrator-Tower Hamlets employees	Alleged Perpetrator-Others
LADO Education Safeguarding Police HR Provider Service Manager/Employer School Chair of Governors / Setting Manager Named Senior Officer (Christine McInnes)	LADO Education Safeguarding Police • Muslim Children's Safeguarded Co-ordinator Service Manager/Employer Chair of Governors/Management Committee HR Provider

-
-
-
-
-
-

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.
- Reassure the victim that they are being taken seriously and they will be supported and kept safe.
- 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.

Procedure for Sexual violence and harassment including child-on-child abuse

Responding to the report

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe.

As with all safeguarding concerns, it is important that in such instances staff take appropriate action in accordance with the child protection policy. They should not assume that someone else is responding to any incident or concern. If in any doubt, they should speak to the designated safeguarding lead (or a deputy). In such cases, the basic safeguarding principles remain the same, but it is important for the school to understand why the victim has chosen not to make a report themselves. This discussion should be handled sensitively and with the support of children's social care if required.

There may be reports where the alleged sexual violence or sexual harassment involves pupils or students from the same school but is alleged to have taken place away from the school premises, or online. In such circumstances, appropriate information sharing and effective multi-agency working will be especially important.

Effective safeguarding practice includes:

- If possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- Where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and the **UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people**. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social

care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;

- Recognising that a child is likely to disclose information to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- Recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- Keeping in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- Listening carefully to the child, reflecting back, using the child's language, being nonjudgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should generally be avoided, staff can ask children if they have been harmed and ask what the nature of that harm was;
- Considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes, especially if a second member of staff is present. However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- Only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation; and
- Informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Confidentiality

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interests of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

The designated safeguarding lead (or a deputy) should consider the following:

- Parents or carers should normally be informed (unless this would put the victim at greater risk);
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to children's social care; and
- Rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

- The victim, especially their protection and support;
- Whether there may have been other victims,
- The alleged perpetrator(s); and
- All the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe. The designated safeguarding lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Guidance from – [Sexual violence and sexual harassment between children in schools and colleges \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/97821/sexual_violence_harassment_children_schools_colleges.pdf) September 2021

VOLUNTEER CLASSROOM SUPPORT STAFF AGREEMENT

Dear _____

Date _____

I am writing to confirm your offer of an unpaid Volunteer classroom support staff position at Harbinger Primary School. During your placement you will be working as a _____ for individual pupils within a classroom, supervised by a class teacher. We are offering you a placement from _____ (start date) to _____ (end date) in

_____ (class name/s). Your duties will include offering assistance to teachers at Harbinger Primary School, providing learning support for pupils and may include guided reading, one-to-one pupil support and general classroom support. Your tasks may include assisting the teacher with preparation of learning resources and materials, setting up a classroom for lessons and assisting pupils with their learning during the school day by following instructions set by the teacher. While working at Harbinger Primary School, you will always be supervised by a member of staff. Please note you are required to arrange your times with the class teacher and be punctual and presentable at all times. You are also required to be polite and professional while working in the Harbinger Primary School.

Support during Your Placement

It is expected that your placement at Harbinger Primary School will prove a mutually beneficial arrangement. If you have questions of any nature during your placement you may discuss them with the class teacher who is responsible for ensuring you receive the support you need. Please ask the class teacher for any information or for help and assistance if you are unsure what to do at any time during your placement. You may also seek information and assistance from any Harbinger Primary School staff and admin support from Mai-Anh, the Business Manager. Should you experience any difficulties during your placement you may seek assistance from the Head of School Nimesha or Deputy Headteacher Jubeda.

The offer is subject to the following provisions:

Barred List and DBS Clearance

You are required to provide your DBS certificate details to the school prior to your placement. If you do not have a DBS certificate you must inform Mai-Anh, the Business Manager immediately who will carry out a risk assessment and advise you further. If you are undertaking a long-term placement you may be required to undergo a DBS check and Barred List check by providing documentation to Harbinger Primary School. Your placement at Harbinger Primary School is subject to Barred List and DBS clearance, after which we are able to agree start date with you. Please note, should you have a break of three months or more at any point during your placement you will be required to undertake another DBS and Barred List check as the previous one will become invalid.

Health and Safety at Work

You are required to observe all fire regulations, safety rules and instructions during the time you are working at Harbinger Primary School. During fire evacuations or other emergencies you must comply with all reasonable requests and instructions made by responsible members of Harbinger Primary School staff. Mai-Anh will provide you with essential Health and Safety information on commencement of your visit and you may seek further information from Rebecca Abrahams, Executive Headteacher.

Fire Safety Procedures

Please familiarise yourself with school fire safety procedures and notices in every classroom. **The Fire Assembly Point for the whole school is the football pitch, in the playground.** In the event of a fire alarm, please make your way safely and calmly to the football pitch and line up in the area marked "Visitor Assembly Point".

Insurance

You are covered by the Harbinger Primary School Employers' Liability Insurance Policy while undertaking work within Harbinger Primary School, but please note that the policy requires that individuals take all care and attention to safeguard property from loss or damage and that they comply with health and safety rules and regulations.

Equal Opportunities Statement

Harbinger Primary School is committed to developing, maintaining and supporting a policy of equal opportunities in employment. It aims to create the conditions in which its staff are treated equitably regardless of age, race, colour, nationality, ethnic origin, creed, disability, staff category, sexual orientation, gender, marital or parental status, political belief or social or economic class, or any other criteria that cannot be shown to be properly justifiable.

We expect that visitors to Harbinger Primary School will be accorded the respect embodied in our equal opportunities policy and will treat others in the same manner. A copy of the policy as it applies to staff is available in the Harbinger Primary School office.

Confidentiality

During your placement you may come across confidential information concerning, for example, Harbinger Primary School pupils, and staff and parents. Signature of this contract indicates agreement to not disclose any such information and any breach of that agreement would be treated as a most serious matter that may lead to termination of your placement. For further guidance, please refer to the Harbinger Primary School code of conduct for staff available from the office.

Termination of Agreement

It is expected that your placement at Harbinger Primary School will prove a mutually beneficial arrangement. If problems do arise, they should be discussed quickly and openly and you may ask for help or advice from Jubeda Ahmed or Nimesha Nagahawatte. However, if difficulties or disagreements of a nature arise then you or Executive Headteacher of Harbinger Primary School, Rebecca Abrahams may terminate this agreement giving 1 weeks' notice of intention to do so.

Formal Agreement

I would be grateful if you would sign and return one copy of this letter to Mai-Anh Dien at the Harbinger Primary School office to indicate that you accept the terms of this agreement. You should retain the second copy for your own information.

Yours sincerely,

Rebecca Abrahams (Executive Headteacher)

I _____ accept the terms contained within this agreement.

Signature _____ Date _____

Volunteer/placement staff data capture form

You will appreciate that the school must be particularly careful to enquire into the background of individuals who have access to the pupils at the school. The school keeps a record of all persons who carry out voluntary work at the school. You are therefore asked to complete the details below and return it to the school before your start date. The information on this form is processed electronically for administrative purposes and is subject to the terms of the Data Protection Act 1998.

As a volunteer you will have **regular contact** with pupils and it will be necessary for us to carry out a check with the Criminal Records Bureau for which we require all the fields below to be filled out in full.

PLEASE COMPLETE IN BLOCK CAPITALS

Title		Date of Birth	
Surname		Gender (M/F)	
Previous Surname		End Date	
Forename		NI Number	
Address			
Post Code		Telephone	
		Email	

PLACEMENT DETAILS

Type of Placement		Start Date	
Class		End Date	
Institution/Private (please give details)		Hours per day	
		Days per week	

I declare the information on this form to be correct to the best of my knowledge. I have read the school's Safeguarding Policy and the Volunteer Placement Agreement which is available from the school office and agree to adhere to these. I realise that I will be party to confidential information and will not divulge this knowledge. To my knowledge there is no reason why I should not work with children. I agree to this check to ensure that the school's safeguarding policy is met.

Signature:

Date:

OFFICE USE

Barred List Clearance		MIS Record Created	
Date DBS No.		DBS Issue Date	
Security Card No.		Date Out	Date In
PRE-VOLUNTEERING CHECKS	SIGN	DATE	
Birth certificate/passport verified			
Address verified against DBS			
Agreement given, signed, copied and filed			
List Applied			
DBS Applied			
Data Capture Form Completed			

Referral Pathways for IDVAs, Sanctuary

Scheme and MARAC

Disclosure of current domestic abuse from Tower Hamlets resident

In emergency call 999

Consent for IDVA support:

High risk, risk of homelessness and economic abuse cases will be prioritised

Consent for Sanctuary Scheme
(but victim does not want IDVA)

Complete TH SASS form and send to:

towerhamlets@solacewomensaid.org

(send password protected)

Or

tower.hamlets.sass@solacewomensaid.cjsm.net

(secure email)

Call TH SASS on: **0203 795 5064**

If victim consents to IDVA and Sanctuary Scheme:
complete every section on TH SASS form and send to above email address

No consent for IDVA or Sanctuary Scheme

On TH SASS form:

- Tick Sanctuary Scheme in section 1
- Section 4 MUST be completed
- Send completed form to Domestic.violence@towerhamlets.gov.uk

Give victim National Domestic Violence Helpline 24-hour number:
0808 2000 247

Safeguarding concerns?

Consent or no consent:

- Complete MASH referral form for children
- Complete Adult Safeguarding referral
- Complete MARAC referral if high risk domestic abuse

Professional completes [SafeLives DASH risk indicator checklist](#) and safety plan with victim to assist with managing risk.
Professional gives victim National Domestic Violence Helpline number: **0808 2000 247**

MARAC Referral
Complete MARAC referral with DASH RIC and send to: Domestic.violence@towerhamlets.gov.uk