

**Buttercup Primary School**

**Safeguarding**

**& Child Protection Policy including EYFS**

### 

### Approved by:

### Designated Safeguarding Lead &

### Deputy Headteacher: Shaheda Khanom 24th July 2023

### Head teacher & Deputy Safeguarding Lead: Zara Rahman 24th July 2023

### Proprietors and School Advisor: Zara Rahman and Feroz Adam

### 24th July 2023

### Advisory Board: Zarina Connolly, Feroz Adam

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### Deputy Safeguarding Lead

### & **Monitoring and Education Welfare Officer**: Sulthana Begum 24th July 2023

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# Introduction

* 1. Buttercup Primary School is committed to safeguarding and promoting the welfare and wellbeing of children and staff. We believe everyone, without exception, has a right to be safe and to be treated with dignity and respect regardless of background and live a life free from discrimination. The school recognises that children learn best when they are healthy, safe, and secure.
  2. Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, September 2023.)
  3. This policy applies to all pupils in the school and those in the EYFS.
  4. The purpose of this policy is to inform all staff (including supply staff), parents, contractors, volunteers and Proprietors about the School’s responsibilities for safeguarding children and to enable all parties to have a clear understanding of how these responsibilities should be carried out. It applies wherever staff members are working with pupils – even where this is away from the school, such as on educational visits.
  5. This policy is published on the school’s website and is available to parents of current and prospective pupils from the school’s office on request. Large print or other accessible formats can also be made available.
  6. The policy is written in accordance with all relevant legislation and the following statutory / government guidance:
     + Keeping Children Safe in Education 2023 (1 September 2023) (KCSIE)
     + Section 157 of the Education Act 2002
     + Education (Independent School Standards) Regulations 2014
     + The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
     + The Equality Act 2010
     + Working Together to Safeguarding Children 2018 (Updated July 2022) (WTSC)
     + The Safeguarding Vulnerable Groups Act 2006
     + The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (May 2014)
     + The Teacher Standards 2012
     + Prevent Duty Guidance for England and Wales July 2015
     + Disqualification Under the Childcare Act August 2018
     + Tower Hamlets agreed inter-agency procedures
     + Statutory framework for the Early Years Foundation Stage (1st September 2021)
     + What to do if you are worried a child is being abused – advice for practitioner’s March 2015
     + Safeguarding children and young people October 2018
     + Children Missing Education September 2016
     + Strategy for dealing with safeguarding issues in charities December 2017
     + Safer Working Practices, Safer Recruitment Consortium, May 2019 (Addendum April 2020)
     + UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
     + Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)
  7. We follow the procedures of the Tower Hamlets Safeguarding Childrens’ Partnership. We are advised by the local Safeguarding and Child Protection in Schools and Education Officer, whom the DSL regularly consults on safeguarding matters. Contact details are contained in Appendix 1.
  8. Every complaint or suspicion of abuse from within or outside the school will be taken seriously, and action will be taken in accordance with this policy.
  9. Buttercup Primary will continue to follow DfE advice **[Actions for schools during the coronavirus outbreak](https://evgp.sharepoint.com/sites/smt/Shared Documents/Policies/1.1%09https:/www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak)** for as long as it applies.
  10. The procedures within the Child Protection Policy apply to all staff, volunteers, visitors and governors; all the procedures have been written in accordance with Keeping Children Safe in Education 2023 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations].
  11. Safeguarding policies will be reviewed at the school at least annually unless an incident, new legislation or guidance calls for the need for a review.

# Principles

* 1. Buttercup Primary School is committed to safeguarding and promoting the welfare of all pupils in our care, and expects all staff, contractors, Proprietors and volunteers to share this commitment. To achieve this, the school seeks to create a safe school environment and a strong pastoral system. Staff are trained to listen to pupils’ concerns, identify issues early and respond appropriately following agreed procedures.
  2. The school will consider, at all times, what is in the best interest of the child.
  3. These 6 core principles are embedded within the school’s safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at Buttercup Primary School.
     + The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
     + All concerns disclosed and reported will be taken seriously.
     + All children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, all have equal rights to protection. This includes children’s lives in digital and online environments.
     + The child’s wishes and feelings will always be considered at the school when determining what action to take and what support to provide.
     + All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or disclosure that may suggest a child is at risk of harm or has been harmed.
     + The Designated Safeguarding Lead will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.
  4. The school will take all reasonable measures to:
     + ensure that we practise safer recruitment in checking the suitability of staff, Proprietors and volunteers (including staff employed by other organisations) to work with children and young people. Staff recruitment procedures are outlined in detail in the School's Safer Recruitment Policy.
     + ensure that, where staff from other organisations are working with our pupils on another site, we have received confirmation that appropriate child protection checks and procedures apply to those members of staff and that any such checks do not raise any issues of concern in relation to the suitability of those staff members working with children;
     + follow the local inter-agency procedures of the Tower Hamlets Safeguarding Childrens’ Partnership and contribute to inter-agency working;
     + support pupils in need through early intervention and, where appropriate, support them in co-operation with multi-agencies who are working to the Common Assessment Framework (CAF) and as part of the Team around the Child (TAC) approach;
     + be alert to signs of abuse, both in the School and from outside and to protect each pupil from any form of abuse, whether from an adult or another pupil;
     + deal appropriately with every suspicion or complaint of abuse and support pupils who have been abused in accordance with their agreed child protection plan;
     + design and operate procedures which promote this policy, but which, so far as possible, ensure that teachers and other staff who are innocent are not prejudiced by false allegations;
     + be alert to the needs of pupils with physical and mental health conditions;
     + operate robust and sensible health and safety procedures;
     + operate clear and supportive policies on drugs, alcohol and substance misuse;
     + assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;
     + identify children who may be vulnerable to radicalisation, and know what to do when they are identified;
     + take all practicable steps to ensure that School premises are as secure as circumstances permit;
     + teach pupils about safeguarding issues and about how to keep themselves safe (including on-line); and
     + ensure that any deficiencies in our child protection and safeguarding procedures are remedied without delay.

# Tower hamlets safeguarding children partnership supplementary safeguarding guidance

* 1. The following THSCP safeguarding guidance has informed the content of this policy:
     + London Child Protection Procedures revised 7th Edition (London Safeguarding Children Board, 31st March 2023)
     + 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

# Tower Hamlets safeguarding children partnership

* 1. 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/
  2. The school has been named as a ‘relevant agency’ and as such is under a statutory duty to cooperate with the THSCP arrangements.
  3. The school will engage with the borough’s Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Local Learning Reviews[[1]](#footnote-2), participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough’s Section 175/157 School Safeguarding Audit cycle.

# Key definitions

* 1. Safeguarding and promoting the welfare of children is:
     + protecting children from maltreatment
     + preventing the impairment of a child’s physical and mental health or development
     + ensuring that children grow up in circumstances consistent with the provision of safe and effective care
     + taking action to enable all children to have the best outcomes.
  2. 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.
  3. Child includes everyone under the age of 18.
  4. Parent refers to birth parents and other adults who are in a parenting role, for example stepparents, carers, foster carers, and adoptive parents.
  5. 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.

# Key personnel

* 1. The DSL at the school is Shaheda Khanom, Deputy Head and member of the Senior Leadership Team. If the DSL is unavailable, the role will be carried out by one of the Deputy DSLs, Sulthana Begum. The DSL or Deputy DSLs are always available during the school’s hours to discuss safeguarding concerns with staff, either in person or via telephone or email.
  2. If the DSL and Deputy DSL are unavailable, the role will be carried out by the Head teacher who is a trained deputy DSL. Outside school hours and during out of term activities, a designated member of the SLT will assume temporary responsibility.
  3. Rena Begum oversees safeguarding within the EYFS.
  4. Sulthana Begum is the designated member of staff who oversees the welfare of looked after children Contact details for all the above are contained in Appendix 1.

# Roles and responsibilities

* 1. **All staff (including Proprietors, supply staff and volunteers)**

All staff are under a general legal duty to:

* + - All staff should recognise that as frontline workers they are in an important position to identify concerns early, provide help and support to children, promote children’s welfare, and prevent concerns from escalating.
    - All staff 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 to have the best outcomes.
    - contribute to providing a safe environment in which children can learn.
    - attend appropriate safeguarding and child protection training (three-yearly, Level 1 Refresher) and annual updates or additional training as directed by the DSL;
    - be aware of indicators of the different forms of abuse and neglect and identify children whose behaviour suggests that they may be experiencing a mental health problem or be at risk from developing one;
    - assist children in need and to protect children from abuse, neglect, radicalisation and extremism;
    - be familiar with the school’s policies pertaining to safeguarding and child protection procedures and follow them;
    - know how to access and implement the procedures, independently if necessary;
    - keep a sufficient record of any significant complaint, conversation or event;
    - report any matters of concern to the DSL (Shaheda Khanom) or, where appropriate, to one of the key contacts in accordance with this policy; and
    - support social services and any other agencies following any referral. Mental health issues are regularly discussed in an age-appropriate manner and an open dialogue is encouraged and practised.
    - If in doubt about any safeguarding matter, staff should always speak to the DSL.
  1. **The Designated Safeguarding Lead (DSL)**

The school has appointed a Designated Safeguarding Lead (DSL), Shaheda Khanom, who is a senior member of staff and member of the school’s leadership team.

The DSL takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis. The DSL takes lead responsibility for safeguarding including online safety and understanding the filtering and monitoring systems and processes in place. The DSL is also responsible for child protection and is the first point of contact for parents, pupils, staff and others if they have any concerns about safeguarding or child protection.

The school recognises that the role of the DSL carries a significant level of responsibility, and they should be given the time, funding, training, resources and support they need to carry out their role effectively. The school also has Deputy DSLs (Rena Begum in charge of EYFS and Sulthana Begum as an additional deputy, ensuring that there is always an appropriately trained and designated person in the school at all times. A full description of the responsibilities of the DSL is set out in Annex C of KCSIE (September 2023) and [Appendix 7](#_Appendix_7:_DSL/DDSL) of this Policy but these can be summarised as follows:

* + - be a first or early point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection and to provide support, advice and expertise on all matters concerning safeguarding.
    - co-ordinate Buttercup’s child protection procedures and to review and regularly update the procedures and implementation of the procedures, working with the Proprietor and advisory board as necessary;
    - encourage a culture of listening to young people and considering their wishes and feelings, among all staff, in any measures the school may put in place to keep them safe;
    - ensure that all members of staff and volunteers receive the appropriate training on child protection, to keep and maintain records of this training and to ensure that staff are aware of training opportunities and the latest local policies on safeguarding;
    - keep detailed, accurate, secure written records of concerns or referrals;
    - monitor the confidentiality and storage of records relating to child protection and where a pupil leaves, ensure his/her child protection file is copied for the new school as soon as possible and transfer it separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained;
    - monitor the operation of this policy;
    - liaise promptly with other agencies, including children's social care and the Local Authority Designated Officer (LADO), the police (if a criminal matter) and the Disclosure and Barring Service, on behalf of the school;
    - monitor records of pupils in the school who are subject to a child protection plan, to ensure that this is maintained and updated as notification is received;
    - promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that pupils, including those with a social worker, are experiencing, or have experienced, with teachers and members of the school’s senior leadership team.
    - ensure that staff inviting visiting speakers to the school have completed the risk assessment form for them. (The risk assessment form can be found in the appendix to the School’s Visiting Speaker Policy.)
    - where appropriate, take part in child protection conferences or reviews; and
    - advise and act promptly upon suspicion, belief or evidence of abuse reported to them, and keep the Head teacher informed of all actions, unless the Head teacher is the subject of a complaint.
    - During holidays and school closure, the DSL will adhere to the separate policy of safeguarding arrangements during school closure as detailed in [Appendix 8](#_Appendix_8:_Child).
  1. **Deputy Designated Safeguarding Leads (DDSL)**

DDSLs are trained to the same standard as the DSL and, in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of a long-term absence of the DSL, a deputy will assume responsibility for all the activities described above. On a day-to-day basis safeguarding activity may be delegated to a DDSL but ultimate lead responsibility for safeguarding and child protection remains with the DSL.

* 1. **Head teacher**

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 Head teacher is responsible for ensuring that the procedures outlined in this Policy are followed on a day-to- day basis. To this end the Head teacher will ensure that:

* + - the safeguarding and child protection policy and procedures adopted by the Proprietor and advisory board are implemented and followed by all staff.
    - the allocation of sufficient time, training, funding, support and resources necessary to enable the DSL and DDSLs to carry out their roles effectively is given, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
    - matters which affect pupil welfare are adequately risk assessed by appropriately trained individuals and for ensuring that the relevant findings are implemented, monitored and evaluated;
    - systems are in place for children to express their views and give feedback which operate with the best interests of the child at heart;
    - all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School’s Whistleblowing process; pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
    - ensure safer recruitment procedures in line with Part 3 of KCSIE, September 2023 are being adhered to;
    - She liaises with Local Authority Designated Officer (LADO) before taking any action and on an ongoing basis, where an allegation has been made against a member of staff or volunteer; and
    - She notifies the Disclosure and Barring Service and, where appropriate, the Teaching Regulatory Authority of anyone who has harmed or may pose a risk to a child.
  1. **Proprietor and advisory board**

In accordance with the statutory requirement the named person who takes leadership responsibility for safeguarding at the school is [Rena Begum] and is referred to as the Safeguarding Link Proprietor.

The Proprietor and advisory board have overall responsibility to ensure compliance with child protection statutory requirements and actively promote the wellbeing of pupils. It is the role of the Proprietor and advisory board to provide scrutiny of Safeguarding Policy and practice. The Proprietor and advisory board take seriously its responsibility to fulfil its duty of care in promoting the welfare of children, ensuring their security and protecting them from harm. To this end the School Proprietors ensure that:

* + - an effective, up to date child protection policy is in place and made available on the school’s website;
    - other policies, as prescribed Part 2 of KCSIE, are in place and operational.
    - required pre-employment checks are being carried out in a timely way and correctly recorded in the Single Central Register;
    - all staff receive safeguarding training in accordance with this Policy;
    - pupils are taught about safeguarding, including online safety;
    - the school’s safeguarding arrangements consider the procedures and practice of the Tower Hamlets Safeguarding Children Partnership;
    - the school contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified;
    - appropriate filters and monitoring systems are in place to keep children safe online; and
    - the school reports to their local authority any child who joins or leaves the school at non-standard transition times in line with statutory and local authority guidance.
  1. **Advisory board Safeguarding member**

The School Proprietors have appointed a nominated advisory board member for safeguarding to take a lead in relation to responsibility for safeguarding arrangements. The nominated member: Feroz Adam

* + - discusses safeguarding matters with the DSL on a half-termly basis.
    - liaises directly with the local authority and/or partner agencies where appropriate; and
    - undertakes an annual audit of the school’s safeguarding procedures and submits a written report to the Proprietor and advisory board with recommendations for further improvements. The annual written report will typically consider: the effectiveness and implementation of relevant policies; staff safeguarding training; staff recruitment procedures; the handling of safeguarding issues; referral management; the contribution the school is making to inter-agency working; and the provision for teaching pupils how to keep themselves safe. This audit will form part of the annual review undertaken by the Proprietor and advisory board as a whole to ensure that all policies, procedures and training provided by the school are effective and comply with the law.
    - The nominated advisory board member for safeguarding is Feroz Adam. Contact details are set out in [Appendix 1](#_Appendix_1:_Contact).

# Staff Safeguarding training

* 1. Staff training encourages all members of staff to maintain an attitude of ‘it could happen here’ where abuse and neglect are concerned.
  2. Compulsory Induction training for all new members of staff, and refresher training for all staff including temporary employees or volunteers, includes formal child protection training which covers:
     + This safeguarding policy and related policies on Anti-Bullying and Cyber-bullying, E-Safety, Mental Health and Prevent\*;
     + Part 1 and Annex A of KCSIE\*;
     + the role, identity and contact details of the DSL and Deputy DSLs;
     + policies on acceptable use of IT and online safety (including online safety during home learning)\*;
     + the pupil behaviour policy (Rewards & Sanctions)\*;
     + the School’s safeguarding response to children who go missing from education;
     + the staff Code of Conduct\*;
     + the school’s process on Whistleblowing\*;
     + the Local Safeguarding children Partnership arrangements
     + Mental health policy

\* Copies of these documents will be provided either in paper form or electronically as part of the induction process and new staff will be required to sign a declaration confirming they have read and understood them. A proportional, risk-based approach will be taken to determine the level of information provided to temporary staff and volunteers.

* 1. If training is missed: All staff must make an effort to attend all safeguarding training, briefing and updates. If any of these are missed. Staff must make all attempts to update themselves and consult the DSL / DDSL and ensure they understand the procedures and are confident in implementing them.
  2. All staff, including the Head teacher and volunteers involved in regulated activity, will undertake appropriate child protection training which, in line with Tower Hamlets guidance is updated every three years. In addition, all staff will receive safeguarding updates delivered through a combination of INSET, emails or e-bulletin updates, and the completion of relevant e-courses on a regular basis and at least annually. This will include training on how to manage a report of peer-on-peer sexual violence and sexual harassment. Safeguarding training is coordinated by the DSL and includes online safety and Prevent training where appropriate.
  3. All staff receive updated copies of the school policies referred to above and are required to confirm that they have read and understood them. In addition, Part 1 and, where appropriate, Annex A of KCSIE are reissued to staff whenever this statutory guidance is updated by the DfE. Staff training provides an opportunity to check and consolidate their understanding of the policies. Staff can also access the policies and further reading on the staff shared area and school website.
  4. The DSL team will regularly assess the appropriate level and focus for staff training so that it can respond to specific safeguarding concerns such as mental health, online safety, radicalisation, child criminal exploitation, child sexual exploitation, sexual violence and harassment, and female genital mutilation.
  5. The DSL and Deputy DSLs undertake training that is in accordance with locally agreed procedures to provide them with the knowledge and skills necessary to carry out their role. This training includes Prevent awareness training and will be updated every two years. Additional specialist training will be provided to those who have specific responsibility for safeguarding in the EYFS or for Looked After Children. They also refresh their knowledge and skills at regular intervals (and at least annually) by following developments in safeguarding to:
     + keep abreast of best practice for promoting a culture of listening to children.
     + remain up to date on the mechanics of inter-agency working as operated by the Tower Hamlets Safeguarding Children Partnership;
     + understand the assessment process for providing early help and intervention, for example through locally- agreed common and shared assessment processes such as early help assessments. These procedures are outlined in the document provided by the [Tower Hamlets Safeguarding Children Partnership (THSCP) Arrangements document.](https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/THSCParrangements.PDF)
     + have an up-to-date working knowledge of how local authorities conduct a child protection case conferences so they can contribute to these effectively when required to do so;
     + be alert to the specific needs of children in need, those with special educational needs and young carers;
     + understand and support the school with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation; and
     + be able to keep proper written records of concerns and referrals.
  6. All members of the Board of Proprietors receive training at least on a three-yearly basis to ensure they have the knowledge necessary to discharge their collective responsibility to exercise appropriate oversight over the school’s safeguarding policies and procedures.

# Hierarchy of intervention

* 1. Tower Hamlets publishes threshold guidance so that all agencies, professionals and volunteers in the Borough can use to consider how best to meet the needs of individual children and young people. This guidance provides a summary of thresholds for intervention in relation to a continuum of need, ranging from children who need no additional intervention to those who require intensive help and specialist support. Children’s needs are not static, and they may experience different needs – at different points on the continuum – throughout their childhood years.
  2. Within the continuum, there are four levels of intervention:

#### Level 1: Children with no additional needs (‘’Universal’’)

**These are children all of whose health and developmental needs will be met by universal services such as housing, mainstream education, primary health care, community resources alone. Children and young people at this level are achieving expected outcomes. There are no identified unmet** needs, **or the need is at a low level and can be met by the universal services or with some limited additional advice or guidance. Children, young people, parents and carers can access these services directly.**

#### Level 2: Children requiring early help (‘’Targeted’’ and ‘’Targeted Complex’’)

These are children whose needs are not clear, not known or not being met. They may be vulnerable and showing early signs of abuse and/or neglect. Children and young people at this level need coordinated early help and support from services.

#### Level 3: Children in need

These are children with high-level additional unmet needs. They are unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly of further impaired, without the provision of services.

#### Level 4: Children at risk

These are children who are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes.

# Early help

* 1. The school recognises the importance of providing early help to pupils to provide support for a problem as soon as it arises, to prevent it from escalating. We recognise that young people may face many challenges that put them in need of support and ensure that staff are aware of them. These include stress, peer pressure, body image concerns, mental health and relationship issues.
  2. Pupils are encouraged to raise concerns as soon as they are identified, either to their class teacher or directly to the Designated Safeguarding Lead, so that effective early support can be provided. This support can be provided through school’s internal pastoral system and resources and/or Local Authority services and other external agencies.
  3. If staff believe that a pupil could benefit from early help, they should discuss the matter with the DSL who will, considering Tower Hamlets Safeguarding Board threshold criteria, consider what action should be taken.
  4. If early help is provided, the situation will be monitored carefully and a referral to children’s social services made if the pupil’s situation does not appear to be improving.
  5. The school has various mechanisms to help identify emerging problems, the PSHE programme and various policies, including Anti-Bullying and Cyber-bullying, E-Safety and Mental Health. Staff training also prepares staff to identify children who might benefit from early help.
  6. The school recognises the increased vulnerability of young people to whom any or all of the following apply:
     + They are disabled or have special educational needs (whether or not they have a statutory Education, Health and Care Plan).
     + They do not have English as a first language.
     + Are faced with challenging family circumstances.
     + They are looked after children.
     + They are acting as a young carer.
     + They are showing early signs of abuse, neglect or mental health problems.
     + They may be subject to discrimination and maltreatment on the grounds of race, religion, ethnicity, sexual orientation or sexual identity.

Such children may be more likely to need early help. Also, recognising abuse or neglect may be more difficult for these children for many reasons, including:

* + - assumptions that indicators of possible abuse such as behaviour, mood or injury relate to a pupil’s disability without further exploration.
    - that pupils with special educational needs or disabilities can be disproportionately impacted by bullying without outwardly showing any signs;
    - communication barriers and difficulties overcoming these barriers; and
    - a disabled child’s understanding of abuse.
  1. The DSL will contact the LBTH Early Help Hub for support and advice if required: LBTH Early Help Hub: 0207 364 5006 (option 2)
  2. Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via [https://bit.ly/2AA2Wny](https://bit.ly/2AA2WNy)
  3. **Social Inclusion Panel:** When an EHA has been completed and a Team Around the Family is in process, the school can refer to the borough’s Social Inclusion Panel in support of a co-ordinated and targeted plan to bring about improvement in the child’s outcomes.
  4. If necessary, 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.

# What to look out for and when to be concerned

* 1. All staff should be aware of the types and signs of abuse and neglect so that they are able to identify pupils who may need help or protection. If staff are unsure, they should always speak to the DSL.
  2. Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children (peer-on- peer abuse). Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.
  3. Staff should be aware of the four main categories of child abuse which are commonly identified:
     + **Physical abuse**: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
     + **Emotional abuse**: 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 participating in normal social interaction. It may involve seeing or hearing the ill- treatment of another. It may involve serious bullying (including cyber-bullying), 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.
     + **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily a high level of violence, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non- penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
     + **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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing or 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.
     + **Mental Health:** Mental health problems can be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. If a child experiences mental health issues these may also lead to a safeguarding concern and immediate action needs to be taken, informing the DSL of the concerns. Please refer to the Mental Health Policy
     + **Bullying:** Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school’s Anti-Bullying Policy/Pupil Behaviour Policy/Child-on-child abuse Policy, in accordance with Keeping Children Safe in Education 2023 and Behaviour in Schools. Advice for Head teacher and School Staff (September 2022). Serious bullying is a form of abuse and therefore will be treated as a child protection concern if there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm.
  4. Other forms of abuse which staff should be aware of are: (see Appendix 2 for more detailed explanation)

#### Children missing from education

#### Child sexual exploitation (CSE)

#### Child criminal exploitation (CCE)

#### County lines

#### Domestic abuse

#### Honour-Based Abuse (HBA) and Female Genital Mutilation (FGM)

#### Forced marriage

#### Radicalisation

#### Upskirting

#### Peer-on-peer or child-on-child abuse

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between young people outside these environments. This is known as contextual safeguarding. All staff should consider, and especially those within the safeguarding team, whether pupils are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of forms and young people may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

# Signs of abuse

* 1. Possible signs of abuse include the following (but are not limited to and do not necessarily mean that abuse is occurring):
     + the pupil discloses that he or she has been abused, or asks a question which gives rise to that inference
     + a pupil’s injury cannot be reasonably or consistently explained, or is unusual in type or location
     + a pattern or frequency of injuries is emerging
     + the pupil engages in extreme or challenging behaviour or there is a sudden change in the pupil’s behaviour
     + the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss reasons
     + the pupil appears neglected (e.g., dirty, hungry, inadequately clothed)
     + the pupil appears reluctant to return home or has been openly rejected by parents or guardians
     + the pupil’s development is delayed in terms of emotional progress
     + the pupil withdraws emotionally – showing a lack of trust in adults
     + the pupil shies away from being touched or flinches at sudden movements
     + the pupil loses or gains weight
  2. Further guidance is provided in Appendix 3. Other sources of information on the signs of abuse from the DfE guidance titled: [*What to do if you’re worried a child is being abused*](https://www.gov.uk/government/publications/serious-violence-strategy)(2015); and the [NSPCC](https://www.nspcc.org.uk/) website.

# Rights of the Child

* 1. Buttercup Primary School upholds the human rights of the child in accordance with the Human Rights Act 1998. 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.
  2. In accordance with the Equality Act 2010, the school will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). [School to insert a cross-reference to the school’s Equality Policy].
  3. 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.
  4. 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.
  5. 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 professional judgement. 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.
  6. 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. The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education.

# Children who may be potentially more at risk of harm

* 1. 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 they have a statutory Education, Health and Care Plan);
    - has a mental health need;
    - is a young carer;
    - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
    - is frequently missing/goes missing from care or from home;
    - is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
    - is at risk of modern slavery, trafficking or exploitation;
    - is at risk of being radicalised or exploited;
    - is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
    - is misusing drugs or alcohol themselves;
    - has returned home to their family from care; and
    - is a privately fostered child;
    - is persistently absent from education, including persistent absences for part of the school day.
  1. 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.
  2. **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 be aware 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.

The DSL and all members of staff will work with and support social workers to help protect these and all vulnerable pupils. The DSL will always consider the support of the social worker to ensure any decisions are made in the best interests of the child’ safety, well-being, welfare and educational outcomes.

* 1. **Children Requiring Mental Health Support**

All staff have an important role in supporting the mental well-being of children and to identify behaviou that may suggest a child is experiencing mental health problems. 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.

* 1. **School’s referral pathway and support system in place for children with mental health problems**

The school follows the pathways as identified in the separate mental health policy. A brief outline is provided below however each section is expanded in greater depth in the mental health policy separately. The separate mental health policy also covers various other issues to do with mental health such as identifying sign of a child who may be suffering mental health:

**Ms Zara Rahman (Also Rena Begum)** is the schools Mental Health first-aider – who can develop individualised support programmes to meet the emotional needs of children.

**Ms Sulthana Begum** is the education welfare officer who will be able to deliver the program .

**Available Pathways:**

1. **Whole school provision:** The foundation for our mental health offer is our Whole School Provision. Learning about mental health is part of our Personal, Social and Health Education (PSHE) curriculum for all children
2. **Low level need:** This is the Identification phase, from the the DfE model. We have a variety of ways that our children can let us know how they are feeling. Each class has an emotional register that children fill in on entry to school each morning.
3. **Medium level need:** Individualised Support for our pupils who may be experiencing mental health and wellbeing difficulties. After identifying and talking to parents, providing some support for the pupil is the next step. This is the Early Help phase. Getting support in a timely fashion can stop a mental health issue from developing further.
4. **High level need:** Signposting to External Support - occasionally, some children may benefit from expert mental health professionals. We can help families to access this support. We will work with these agencies to provide support in school as best we can.
   1. **Looked after children** **and previous looked after children**

The most common reason for children becoming looked after is because of abuse including neglect.

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

The school has appointed a designated teacher, **Sulthana Begum** who is responsible for promoting the educational achievement of looked-after and previously looked-after children in line with statutory guidance. The designated teacher will have the relevant qualifications and experience and receive appropriate training to perform the role. The designated teacher will:

* + - Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
    - Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium funding can be best used to ensure each child’s well-being and progress.
    - The DSL and designated lead for looked after children will work with the local authority to ensure suitable arrangements are in place for care leavers, including with the appoint Personal Adviser, and will liaise with them should any issues occur.

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 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.

The DSL has details of students’ social worker and relevant virtual school heads. Appropriate staff are provided with relevant information about each looked after child’s legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.

* 1. **Children with SEND**

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 disproportionally 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 children with SEND is available in the non-statutory guidance Safeguarding Disabled Children (2009), but staff should speak with the DSL and SENDCO (Rena Begum) 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.

The school will apply the behaviour policy for any abusive or harmful behaviour against children with SEND. The school will also provide additional support to children who may have been victims of abuse that are SEND and also provide support to the perpetrators of abuse to eliminate repeat occurrences.

# Voice of the child

* 1. 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.
  2. 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.
  3. The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child’s behaviour including misbehaviour 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.
  4. 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, because they know that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them.
  5. 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.
  6. Our school comprises of various ways that facilitate children voicing their concerns and reporting abuse. These systems need to be accessible, understood by all children and promoted throughout the school (See section 16 Listening to pupils and record keeping).

# Listening to pupils and record keeping

* 1. Buttercup Primary School provides a range of opportunities for pupils to be listened to. Opportunities such as the worry box and school council. School Council meet regularly; we have, a Mental Health First Aider, a School Counsellor who are all available. Each child has the opportunity to liase and meet with a school councillor. The worry box is a box where pupils can contact the school’s counsellor Ms Sulthana with their concerns. PSHE lessons encourage open communication and give opportunities for it. Age- appropriate aspects of safeguarding are actively taught through the PSHE programme which encourage pupils to name a trusted adult to whom they would go to.
  2. If a pupil discloses that he or she has been abused or neglected in some way, the member of staff should:
     + immediately stop any other activity to listen.
     + listen carefully to the pupil and keep an open mind – do not interrupt the child or be afraid of silences;
     + limit the questioning to the minimum necessary for clarification using “what, when, how, where” but avoid using leading questions such as, “has this happened to your siblings?” which may prejudice an investigation;
     + not make any attempt to investigate the incident themselves or decide as to whether or not the pupil has been abused;
     + reassure the pupil, but never promise not to tell anyone. Instead, explain who must be told to ensure that proper action is taken in accordance with this policy;
     + discuss the conversation with the DSL as soon as possible and take no further action unless instructed to do so by the DSL or the Head teacher;
     + only share information on a need-to-know basis; and
     + make a full written record of the conversation as set out below.
  3. Staff must record in writing all concerns, discussions and decisions made about a child as soon as possible on a cause of concern form (See Appendix 6). The recording must be a clear, precise and factual account of the conversation or observations. Where a child has made a disclosure, the record must include details of:
     + its date, time and place
     + what was said and done by whom and in whose presence
     + any noticeable non-verbal behaviour or words used by the child.

The record should be signed by the person making it, using names, not initials. Any other evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers) must be kept securely and passed on to the DSL as soon as possible. No copies should be retained by the member of staff or volunteer.

Where a report includes an online element, staff should, where possible, avoid viewing illegal images of a child and under no circumstances should such images be forwarded electronically. Further guidance is available on what to do if viewing an image is unavoidable on the guidance titled [searching-screening-and-confiscation.](http://www.gov.uk/government/publications/searching-screening-and-confiscation) Further information is also via the [UK council for child internet safety.](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

# Procedure to be followed by staff if they have concerns about a pupil’s welfare

* 1. If a member of staff has concerns about a pupil’s welfare, including any mental health concerns, they must inform the DSL as soon as possible, unless the concerns involve an allegation against a member of staff, in which case the procedures set out in the section Allegations against members of staff (including supply staff) and volunteers below should be followed.
  2. All concerns, discussions, decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL.
  3. When a child is not considered at risk of harm, but still has an unmet need that could mean they are in a Child in Need, a referral should be made by the DSL to Children’s Social Care. Parental consent for referrals of this type is not required in these circumstances. However, it is best practice for such concerns to be discussed first with parents and any subsequent referral to be made transparently with their knowledge.
  4. If a pupil is in immediate danger or is at risk of harm, the following steps should be followed:
     + a referral should be made to children’s social services and/or the police **immediately**. Anyone can make a referral, although if a referral is made by someone other than the DSL, the DSL should be informed as soon as possible, no later than the end of the day – 5pm. Further guidance on when to call the police is provided by the [NPCC – when to call the police](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf).
     + 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 (see appendix 6)
     + seek support for yourself if you are distressed.
  5. If a teacher discovers that an act of female genital mutilation (FGM) appears to have been carried out on a girl under 18, the teacher must report this to the police. Unless the teacher has a good reason not to, they should also still inform the DSL. This statutory duty does not apply to suspected cases of FGM or those at risk of FGM, which should both be addressed in accordance with the safeguarding procedures described in this policy. (For further details, see Annex A of KCSIE.)
  6. The normal safeguarding procedures outlined in this Policy must be used when there are concerns about children who may be at risk of being drawn into terrorism.
  7. Parents can report to the DSL on the welfare of any pupil in the school, whether their own child or not. If preferred, parents may discuss concerns in private with the pupil’s teacher or other member of staff, who will notify the DSL.
  8. Any member of staff may refer a matter to children’s social services directly. This could happen in exceptional circumstances such as in an emergency or if there is a genuine concern that appropriate action has not been taken.

# Duties of the DSL on being notified of a concern about a pupil’s welfare

* 1. When the DSL is notified of any concerns about a pupil’s welfare, he or she will decide on the appropriate course of action. In particular, the DSL will decide whether a referral should be made to children’s social services.
  2. Factors that the DSL should bear in mind when making their decision include:
     + the best interests of the child
     + the nature and seriousness of the complaint
     + the referral threshold set by the Tower Hamlets Safeguarding Childrens’ Partnership
     + the child’s wishes or feelings
     + the inter-agency procedures of the Tower Hamlets Safeguarding Childrens’ Partnership
     + where relevant, local information sharing protocols relating to Channel referrals.
  3. If the DSL decides not to make a referral, but to support the pupil with early help, the DSL will always go to the Tower Hamlets Safeguarding Childrens’ Partnership for advice on any concern, allegation or disclosure.

# Making a referral to children’s social services

* 1. If a pupil is NOT in immediate danger or at risk of suffering harm but needs additional support from one or more agencies, the DSL will make a referral to children’s social services in the Local Authority in which the child lives.
  2. If the initial referral is made by telephone, the DSL should confirm the referral in writing. Confirmation of the referral and details of the decision on what action will be taken should be received from the Local Authority within one working day. If this is not received, the DSL should contact children’s social services again.
  3. If the DSL is not sure whether a referral should be made, he/she will consult with children’s social services on a no-names basis. However, if at any stage sufficient concern exists that a pupil may be at risk of harm or in immediate danger, a referral to children’s social services and/or the police will be made immediately.
  4. If the referral is made by a member of staff other than the DSL, the DSL should be informed as soon as possible that a referral has been made.
  5. The school is not required to obtain parental consent prior to a referral being made to statutory agencies.
  6. If, after a referral, the pupil’s situation does not appear to be improving, the DSL should contact children’s social services again to follow the matter up and ensure that their concerns are addressed, and the pupil’s situation improves.
  7. Where relevant, the school will co-operate with the Channel panel and the police in providing any relevant information so that each can effectively carry out its functions to determine whether an individual is vulnerable to being drawn into terrorism. The school will respond to requests for information from the police promptly and in any event within five to ten working days.
  8. Where a child and family would benefit from coordinated support from one or more agency (for example: education, health, housing, police) there should an inter-agency early help assessment and procedures will be put in place by children’s services to arrange this. The school will coordinate with the local agencies involved.

# Informing parents

* 1. Parents will usually be informed of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult with the Local Authority Designated Officer, children’s social services, the police and/or the Head teacher before discussing details with parents.
  2. For Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.
  3. When the School decides to refer a particular complaint of abuse to social services or the police, the parents/guardian and pupil will be informed in writing of their right to make their own complaint or referral to
  4. Social Services or the police, where appropriate, and will be provided with contact names, addresses and telephone numbers.
  5. For the avoidance of doubt, referrals do not require parental consent. Staff must act in in the best interests of the child, even if this means making a referral against the parents’ wishes.

# Allegations about members of staff, supply staff, and volunteers and reporting concerns that do no meet the harm threshold

* 1. 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 will be in line with KCSIE 2023 Part 4 and the THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2023.
  2. 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 LADO
  3. Guidance is given to staff to be circumspect about placing themselves in situations which may
     + put themselves or their pupils at risk of harm; or
     + give rise to allegations of abuse.
  4. To reduce the risk of allegations, staff should be aware of safer working practices and should be familiar with the detailed guidance on acceptable behaviour and actions contained in the Staff Code of Conduct, which is issued to all staff. Particular care should be taken where staff have one-to-one meetings with a pupil.
  5. The following procedures will be used where it is alleged that a member of staff, supply staff or volunteer 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; or
     + behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
     + behaved or may have behaved in a way (in or outside of School) that indicates they might not be suitable to work with children. The incident may not necessarily involve children but may raise concerns that such behaviour might be replicated against a child (e.g. domestic violence at home).

These procedures aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false, malicious or unfounded allegations. The procedures follow Part four of *KCSIE 2023.*

* 1. **Reporting an allegation about staff**

If an allegation is made about staff that appears to meet the criteria in paragraph 21..5

* + - Where an allegation is made about a member of staff, supply staff, the DSL or a volunteer, the matter should be reported immediately to the Head teacher, who is also the proprietor or in the Head teacher’s absence, Feroz Adam who is the nominated safeguarding advisory board member. The adult to whom the allegation relates should not be informed without the explicit consent of the LADO.
    - Allegations about the Head teacher should be reported to the LADO
    - Allegations about any member on the advisory board should be reported to the Proprietor or LADO
    - The Head teacher, safeguarding board member who receives any such allegation is referred to in these procedures as the ‘case manager’.
  1. **Not meeting the harm threshold (Low level concerns):** Concerns about staff that do not meet the harm threshold in paragraph 21.5 and the allegation criteria set out above are known as Low-Level Concerns, not because they are insignificant but because they do not initially seem to meet the harm threshold. Staff should report and self-report such concerns in accordance with the school’s procedures, which are found in the school’s Staff Code of Conduct.
  2. All staff should understand their responsibility to report all concerns about staff conduct which has taken place at the school or outside of the school including online environments, no matter how small or insignificant they might be perceived to be.
  3. **Action to be taken by the case manager**
     + If the case manager is unsure whether the allegation meets the criteria in para 18.5 above, the LADO will be consulted for advice.
     + Any allegations meeting the criteria in para 21.5 will be dealt with in accordance with the Tower Hamlets Safeguarding Childrens’ Partnership procedures. All such allegations must be dealt with as a priority to avoid any delay.
     + The case manager will immediately (and in any event within one working day) discuss the matter with the Local Authority Designated Officer (LADO) – the person designated by the local authority to be involved in the management of allegations against people who work with children – before further action is taken. The case manager may also consult with the DSL, but no attempt will be made to investigate the allegation until the LADO is consulted. The purpose of the initial discussion between the case manager and the LADO is to consider the nature, content and context of the allegation and agree a course of action. All discussions with the LADO should be recorded in writing.
     + The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern, in which case this decision and a justification for it will be recorded by both the case manager and the LADO, and agreement reached on what information should be put in writing to the individual concerned and by whom.
     + In situations where a person is deemed an immediate risk to children or where there is evidence of a possible criminal offence, the case manager may, in consultation with the LADO, request police involvement from the outset.
     + Any allegations of serious harm or abuse by any person living, working or looking after children in the nursery or EYFS years (whether that allegation relates to harm or abuse committed on the premises or elsewhere) will be notified to Ofsted as soon as practicable (and within 14 days at the latest), and include details of the action taken in respect of the allegations. Failing to comply with this requirement, commits an offence.
     + If an allegation relates to an incident that happened when an individual or external organisation was making use of the school premises for activities involving children, the headteacher should seek the advice of the LADO.
     + Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.
     + **Allegations can be reported to:**

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

Melanie.Benzie@towerhamlets.gov.uk | [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk) | Tel: 0207364 0677

* 1. Disclosure of information
     + The case manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.
     + The parents of the pupil involved will be informed of the allegation as soon as possible if they do not already know of it, although where external agencies are involved, the case manager will not inform the accused or the parents until it has been agreed what information can be disclosed. Parents will be kept informed of the progress of the case, including the outcome of any disciplinary process.
     + The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
  2. Investigation
     + Allegations about safeguarding are usually conducted by external agencies such as social services of the police rather than by the school. In some cases, the LADO may ask for further enquiries to be made before a formal decision is reached about how to proceed. When this occurs, the LADO will provide specific guidance as how and by whom the investigation should conducted.
     + Where an external agency is conducting the investigation rather than the School, the School will cooperate fully with external investigators. No internal investigation into possible breaches of the school’s disciplinary code will commence until any external investigation or criminal proceedings are complete.

It is recognised that the school may have to consider an allegation against an individual not directly employed by the School, for example supply teachers provided by an employment agency or business. Buttercup Primary School will ensure allegations are dealt with properly. The agency will be kept fully informed and involved. Prior to ceasing using a supply teacher due to safeguarding concerns, the facts will be found out and the LADO liaised with to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them, whilst the investigation is carried out. Buttercup Primary School may take the lead in the investigation as required in full co-operation with the LADO, police and/or children’s social services.

The supply teacher will be advised to contact their trade union for representation. If there is an allegation meeting it will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school.

* + - In accordance with DfE statutory guidance, the following definitions will be used when determining the outcome of allegation investigations:
      * Substantiated: there is sufficient evident to prove the allegation
      * Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
      * False: there is sufficient evidence to disprove the allegation
      * Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
      * Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made
  1. Support
     + The school has a duty of care towards its employees and will ensure that effective support is provided for anyone facing such an allegation. A representative will be appointed to keep him or her informed of the progress of the case and to consider what other support is available.
     + Support will also be offered to the pupil(s) affected and their parents/guardians. The school will consult with the children’s social services, or the police as appropriate, as to how this can be done in the most appropriate and effective way.
  2. Suspension
     + Suspension will not be an automatic response to an allegation and will only be considered in a case where there is cause to suspect a pupil or other pupils at the school is or are at risk of significant harm or the allegation is so serious that it might be grounds for dismissal. The school will consider whether the result that would be achieved by suspension could be obtained by alternative arrangements, such as redeployment. A member of staff will only be suspended if there is no reasonable alternative. The school will balance the need to ensure the safety and welfare of the pupil with the need for a full and fair investigation. The LADO will be consulted as to the appropriate action to take.
     + If suspension is deemed appropriate, the reasons and justification will be recorded by the school and the individual notified of the reasons for the suspension. The school will ensure that the suspended person is given the contact details for the representative who has been appointed to keep him or her informed about the progress of the case.
     + If it is decided that the person who has been suspended should return to work, the school will consider how to facilitate this; for example, whether a phased return would be appropriate. The school may provide a mentor and will also consider how to manage contact with the pupil who made the allegation.
  3. **Confidentiality**
     + The school will make every effort to guard the privacy of all parties during and after an investigation into an allegation. It is in everyone’s best interest to maintain this confidentiality to ensure a fair investigation with minimum impact for all parties.
     + A breach of confidentiality will be taken seriously and may warrant its own investigation. It is a criminal offence to publish information that could lead to the identification of a member of staff who is the subject of an allegation before they are charged with an offence. Publication includes any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public.
  4. **Malicious and unsubstantiated allegations**
     + If an allegation by a pupil is shown to have been deliberately invented or malicious, the Head teacher will consider whether to take disciplinary action against the pupil in accordance with the School’s Behaviour Policy.
     + If a parent has made a deliberately invented or malicious allegation the Head teacher will consider whether to require that parent to withdraw their child or children from the school, on the basis that they have treated the school or a member of staff unreasonably.
     + Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.
  5. **Record keeping and references**
     + Details of allegations that are found to be malicious will be removed from personnel records. For all other allegations, a comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken will be kept on the employee’s file. A copy of this summary will be provided to the individual concerned. Such records will be retained at least until the employee reaches the normal pension age (or for a period of ten years from the date of the allegation, if this is longer).
     + Allegations that are proven to be false, unsubstantiated or malicious will not be referred to in any reference provided by the school.
  6. **Dismissals and resignations**
     + If an allegation is substantiated and the member of staff, contractor or volunteer is dismissed because they are unsuitable to work with children, or would have been had the person not resigned, a settlement agreement (sometimes referred to as a compromise agreement) will not be used and a report to the Disclosure and Barring Service will be made promptly and in any event within one month of the person leaving the school.
     + Any such incidents will be followed by a review of the safeguarding procedures within the school, with a report being presented to the Proprietors without delay.
     + If a member of staff, contractor or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the school in accordance with this policy and a referral will be made to the Disclosure and Barring Service as soon as possible (within one month) if the criteria for referral are met.
     + If a teacher has been dismissed, or would have been dismissed had they not resigned, in cases involving unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction for a relevant offence, the school will consider whether a referral should be made to the Teaching Regulatory Authority. The School will follow the advice set out in the TRA documents: [Teacher misconduct: information for teachers](https://www.gov.uk/government/publications/teacher-misconduct-information-for-teachers) and [Teacher misconduct: the prohibition of teachers (](https://www.gov.uk/government/publications/teacher-misconduct-the-prohibition-of-teachers--3)as updated from time to time) to decide whether a referral should be made.
     + As the school has a registered EYFS setting it is required to notify ISI / Ofsted as soon as practicable and within 14 days at the latest, of allegations of serious harm or abuse by any person living, working, or looking after children at the premises and the action taken in respect of such allegations.

# Peer-on-peer (child-on-child) abuse

* 1. Staff must be aware that children may be harmed by other children. Peer on Peer Abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of peer-on-peer abuse.
  2. Staff should treat all reports of peer-on-peer 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’. School adopts a Zero Tolerance Approach to peer-on-peer abuse.
  3. All staff should recognise that even though there are no reported cases of peer-on-peer abuse among pupils, such abuse may still be taking place and it is simply not being reported.
  4. Most instances of pupils causing harm to each other will be dealt with under the School’s Anti-bullying and Behaviour Policies. However, all staff should be aware that safeguarding concerns can arise because of conduct by a pupil towards another (sometimes referred to as peer-on-peer abuse). Examples of pupils’ conduct towards each other that could raise safeguarding concerns are:
     + **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
     + **up skirting** – taking a picture under a person’s clothing without their knowledge and/or permission with the attention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification. It is a criminal offence
     + **initiation/hazing** – used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
     + **prejudice and discrimination** – behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.
  5. Peer-on-peer is more prevalent amongst boys than girls. Also, peer-on-peer abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.
  6. 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.
  7. Staff should be aware that it is more likely that boys will be perpetrators of peer-on-peer abuse and girls will be victims of peer-on-peer abuse. However, all forms of peer-on-peer abuse are unacceptable and will not be tolerated at the school.
  8. **Pupils with Special Educational Needs** or Disabilities are particularly vulnerable to peer-on-peer abuse

# Arrangements for dealing with peer-on-peer (child-on-child) abuse and allegations

* 1. Buttercup Primary School has an important role in developing pupils’ understanding of what constitutes peer-on-peer abuse and instilling behavioural norms that minimise the risk of it taking place. Staff should be aware of the importance of:
     + enforcing the school’s rules which are explicit about the high standards of behaviour and courtesy the school expects.
     + implementing in a consistent way its Behaviour Policy
     + being clear that sexual violence or sexual harassment is not acceptable and will never be tolerated.
     + not tolerating or dismissing peer-on-peer abuse as ‘banter’, ‘just having a laugh’ or ‘boys being boys’ or ‘part of growing up’.
     + implementing the school’s anti-bullying strategy

Other strategies in place to prevent the occurrence of peer-on-peer abuse include:

* + - providing developmentally appropriate PHSE lessons which develop in an age-appropriate way pupils’ understanding of acceptable behaviour. Themes covered in these lessons that are particularly relevant to peer-on-peer abuse include: consent, gender roles, stereotyping and equality, healthy relationships, and power imbalances in all relationships. The school’s PSHE lessons cover all government statutory guidance for relationships and Sex Education and health Education (September 2020)
    - having systems in place to for any pupils to raise concerns with staff, knowing that they will be listened to, believed and valued.
    - delivering targeted work on assertiveness and keeping safe for those pupils identified as being potentially vulnerable.
  1. If an allegation of peer-on-peer abuse has been made the DSL must be informed as soon as possible. Where the DSL considers that the behaviour meets the local authority threshold criteria, the case will be referred to the local authority using the procedures set out in this policy. The school will take advice from children’s social services on when and how to inform the pupil about the allegations and how the investigation of allegations should be conducted. It will also take all appropriate action to ensure the safety and welfare of all pupils involved including those accused of abuse. Further details on how cases of peer-on-peer abuse will be managed is contained in Part 2 of KCSIE (September 2023).
  2. A pupil against whom an allegation of abuse has been made may be suspended during the subsequent investigation and the school’s policies on behaviour and discipline will apply.
  3. If it proves necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of children’s social services, parents are informed as soon as possible and that an appropriate adult supports the pupil during the interview. If a pupil’s parents are abroad, the pupil’s education guardian will be asked to support the pupil and to accommodate him or her if they have been suspended.
  4. Both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. The DSL as part of these procedures will produce a welfare risk assessment which will consider the needs of all those involved (victim, perpetrator and other pupils at the school) and the measures that need to be taken to protect and keep them safe. When compiling the risk assessment appropriate weight will be given to: the wishes of the victim; the nature of the alleged incident; the ages of those involved; whether the incident was an isolated one or part of a pattern; any power imbalance between the victim and perpetrator; any ongoing risks to the victim and other pupils; and any relevant contextual factors. Children’s social services will independently risk assess the situation and any report produced by them will be used to inform and update the school’s own risk assessment which, in any event, will be reviewed on a regular basis.
  5. Youth produced sexual imagery (sexting)

See separate non-statutory Sexting policy: [Sharing nudes and semi-nudes guidance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/947545/UKCIS_sharing_nudes_and_semi_nudes_advice_for_education_settings_V2.pdf)

# child-on-child sexual violence and sexual harassment

* 1. 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.
  2. 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.
  3. 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.
  4. 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.
  1. 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.
  2. 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.
  3. **Sexual violence and sexual harassment** can occur between pupils of any age and sex. However, staff should be aware that some groups are at greater risks than others. Girls, pupils with SEND, and LGBTQ+ pupils are more likely to be victims of these types of abuse. Sexual violence includes acts such as sexual assault, assault by penetration, and rape. A key feature of such acts is that the sexual activity takes place without the consent of the victim. Consent can only be given if an individual has the freedom and capacity to choose to participate in a sexual act.
  4. **Sexual harassment** refers to ‘unwanted conduct of a sexual nature’ and can occur online and offline. Sexual harassment can take a wide variety of forms:
     + **Sexual comments:** e.g. making lewd comments or sexualized remarks about a person’s clothes or appearance, using sexualised names etc
     + **Physical behaviour:** e.g. deliberately brushing against someone, interfering with clothing (flicking bra straps, lifting skirts etc), displaying pictures, drawings or photos of a sexual nature
     + **Upskirting:** *(typically involves taking a picture under a person’s clothing (not necessarily a skirt) without their permission and or knowledge with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or to cause humiliation or distress is now a criminal offence. Anyone of any gender can be a victim).*
     + **Online harassment:** 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 child-on-child sexual harassment and the ongoing support for all the children involved.

* 1. **Harmful Sexual Behaviours:** is an umbrella term that includes sexual violence and sexual harassment. The school recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and offline (both physical and verbal) and the school recognises the gendered nature such behaviour can take. Harmful sexual behaviour, like all child on child abuse, is never acceptable and will be taken seriously. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap , they can occur online and offline(both physical and verbal) and are never acceptable. The school will respond to allegations seriously and all victims will be offered appropriate support.

* 1. Children’s sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. The school further 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.

The school is aware of the importance of:

* + making it clear to pupils 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 behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

References to **sexual violence** are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

References to **sexual harassment** mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it 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.

* 1. The 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.

KCSIE 2022 Part 5 and the DfE [guidance Sexual violence and sexual harassment between children in schools and colleges (September 2023)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf) provides further detailed advice.

# Online Safety

* 1. Children should have the right to explore the digital environment but also the right to be safe when on it. However, 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, such as cyberbullying and nudes and semi-nudes.
  2. Technology often provides the platform that facilitates harm.
  3. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.
  4. In accordance with Behaviour in Schools. Advice for headteachers and school staff (September 2023), the school promotes as part of its culture of excellent standards of behaviour that the same standards of behaviour are expected online as apply offline, and that every pupil should be treated with kindness, respect and dignity.
  5. 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.
  6. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:
     + **Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
     + **Contact**: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
     + **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g., consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
     + **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, school can report concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

The school will conduct a risk assessment to ensure that concerns regarding online activity are addressed. Alongside this an ongoing risk assessment will be conducted to ensure that children are not being harmed online. This form of risk assessments will incorporate, quizzes completed by children, reviewing filtering checks and logs and updates in staff meetings

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. This includes the risks posed by pupils’ access to the internet and social media and the school’s mitigating actions, such a monitoring and filtering internet use.

The DSL has overall responsibility for online safeguarding within the school but will liaise as necessary with other members of staff.

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.

* 1. **Mobile Technologies**

Mobile technology devices may be school owned/provided or personally owned and might include: smartphone, tablet, notebook / laptop or other technology that usually has the capability of utilising the school’s wireless network. The device then has access to the wider internet which may include the school’s learning platform and other cloud based services such as email and data storage.

Buttercup Primary School uses a wide range of technology. This includes computers, laptops, tablets and other digital devices, the internet, our learning platform, intranet and email systems. All School owned devices and systems will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Buttercup Primary School recognises the specific risks that can be posed by mobile technology, including mobile phones and cameras. In accordance with KCSIE 2023 has appropriate policies in place that are shared and understood by all members of the community.

All users should understand that the primary purpose of the use mobile / personal devices in a school context is educational. The mobile technologies policy should be consistent with and inter-related to other relevant school polices including but not limited to the Safeguarding Policy, Behaviour Policy, Bullying Policy, Acceptable Use Policy, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies should be an integral part of the school’s Online Safety education program.

The school Acceptable Use Agreements for staff, pupils/students and parents/carers will give consideration to the use of mobile technologies. The school allows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **School Devices** | | | **Personal Devices** | | |
|  | **School owned for single user** | **School owned for multiple users** | **Authorised device[[2]](#footnote-3)** | **Student owned** | **Staff owned** | **Visitor owned** |
| Allowed in school | *Yes* | *Yes* | *Yes* | *No* | *Yes/No* | *Yes/No* |
| Full network access | *Yes* | *Yes* | *Yes* | *No* |  |  |
| Internet only |  |  |  |  |  |  |
| No network access |  |  |  |  |  |  |

Further information regarding the specific approaches relating to this can be found in our online safety policy

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

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

* 1. **Internet Filtering**

Buttercup Primary School will do all we reasonably can to limit children’s exposure to online risks through our school IT systems and will ensure that appropriate filtering and monitoring systems are in place. The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like and the school adopts their advice.

In accordance with the Prevent Duty the school has appropriate filtering and monitoring systems in place when children access the internet via school devices and when using the school network. The school meets the Department for Education’s Filtering and Monitoring Standards through

* identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
* reviewing filtering and monitoring provision at least annually.
* blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
* having effective monitoring strategies in place that meet their safeguarding needs.

The school uses both Imperro and the broadband providers added internet filtration system service to promote online safety which is in fulfilment of the school’s Prevent Duty requirements.

The school also uses a manual vetting system that is undertaken on a monthly basis where the education welfare officer manually checks devices and logs any concerns.

If learners or staff discover unsuitable sites or material, they are required to:

* Informs the DSL / Staff / Headteacher immediately and take immediate appropriate action e.g. turn off monitor/screen, use a screen cover widget, report the concern immediately to a member of staff, report the URL of the site to technical staff/services.
* All users will be informed that use of our systems can be monitored, and that monitoring will be in line with data protection, human rights and privacy legislation.
* Filtering breaches or concerns identified through our monitoring approaches will be recorded and reported to the DSL and technical staff, as appropriate.
* Any access to material believed to be illegal will be reported immediately to the appropriate agencies, such as the Internet Watch Foundation and the police.
* When implementing appropriate filtering and monitoring, The Buttercup Primary School will ensure that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

Buttercup Primary School acknowledges that whilst filtering and monitoring is an important part of school online safety responsibilities, it is only one part of our approach to online safety. We will also implement the following procedures:

* Learners will use appropriate search tools, apps and online resources as identified following an informed risk assessment.
* Learners internet use will be supervised by staff according to their age and ability.
* Learners will be directed to use age appropriate online resources and tools by staff.
* We will ensure a comprehensive whole school curriculum response is in place to enable all learners to learn about and manage online risks effectively as part of providing a broad and balanced curriculum.

Buttercup Primary School will build a partnership approach to online safety and will support parents/carers to become aware and alert by:

* providing information on our school website and through existing communication channels (such as official social media, newsletters etc.), offering specific online safety events for parents/carers or highlighting online safety at existing parent events.
* ensuring that online safety training for all staff is integrated, aligned and considered as part of our overarching safeguarding approach.

The DSL will respond to online safety concerns in line with the child protection and other associated policies such as anti-bullying and behaviour.

* Internal sanctions and/or support will be implemented as appropriate.
* Where necessary, concerns will be escalated and reported to relevant partner agencies in line with local policies and procedures.
  1. **Online Remote Learning**

Guidance is provided to pupils to help them keep safe online during remote learning. Regular updates from assemblies and an online quiz is completed by upper KS2 pupils and staff to check their understanding and counter any misconceptions.

Where children are asked to learn online at home in response to a full or partial closure:

* Buttercup Primary School will ensure any remote sharing of information, communication and use of online learning tools and systems will be in line with privacy and data protection requirements.
* All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts and phone numbers and/or agreed systems e.g.. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.
* Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our school staff behaviour policy/code of conduct and Acceptable Use/online safety policies. When delivering remote learning, staff will follow our policy and guidance for remote learning.
* Staff and learners will be encouraged to report issues experienced at home and concerns will be responded to in line with our child protection and other relevant policies.
* Parents/carers will be made aware of what their children are being asked to do online, including the sites they will be asked to access. Parents /carers will be informed who from the school (if anyone) their child is going to be interacting with online and who they contact in case they need help and/or support. (eg tutor, family worker, SENCo – amend as appropriate).
* Parents/carers will be encouraged to ensure children are appropriately supervised online and that appropriate parental controls are implemented at home.
* Our 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.

# Other safeguarding arrangements

* 1. Curriculum Input: The school ensures that pupils are aware of safeguarding through:
* The school curriculum that is designed carefully to become a model of prevention. Providing opportunities for feedback. The content of the curriculum, which includes teaching about online safety, safe relationships and personal resilience is embedded throughout the whole school curriculum and is interwoven.
* The school ethos, The Spirit of the School, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
* The school behaviour policy, which is aimed at supporting vulnerable pupils in the school.
* Liaison with other agencies that support the pupil such as Social Care, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology service, attending case conferences where necessary.
  1. Teaching pupils to keep themselves safe

The school is committed to educating pupils about safeguarding issues based on a wide view of what may happen to pupils not in School but also beyond. These are explored in a variety of contexts, including assemblies, academic and PSHE lessons (which includes the statutory RSE & Health Education September 2021). Issues covered include age-appropriate online safety, radicalisation, grooming, child sexual exploitation, healthy relationships, mental health, substance misuse, sexting and bullying. Pupils are also taught how to identify risks and how to modify their behaviour to mitigate these risks. Staff are aware of the ongoing need to promote fundamental British values as a means of building resilience to the risks of radicalisation.

* 1. The safe use of technology is a focus in all areas of the curriculum and key ICT safety measure are routinely reinforced in lessons and assemblies and at parent events, The School has an Acceptable Use of IT policy.
  2. The school’s approach reflects the DfE’s current guidance: Teaching online safety in schools (June 2019). It manages access to the internet via our current broadband filtering service and IMPERO filtering software as well as additional manual monitoring checks conducted by SLT to ensure IT is being used in a safe and appropriate manner.
  3. The DSLs works closely with all staff who lead on mental health. It is acknowledged that Buttercup Primary plays an important role in supporting the mental health and well-being of our pupils.
  4. **Mental health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Please refer to the Mental Health Policy.

* 1. Where young people have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour and education.
  2. If staff have a mental health concern about a child, immediate action should be taken by raising the issue with the DSL. The DSL will assess the situation to determine what support can be provided and consider whether a referral to an external agency is required.
  3. **Education of parents**

The school also educates parents on safeguarding, pastoral and mental health matters through regular newsletters, emails, parent consultations and the OurSchoolsApp.

* 1. **Mobile phones and cameras**

Mobile phones should not be used when supervising or teaching children except in cases of emergency. Personal mobile phones may not be used to photograph pupils. The school provides mobile phones and cameras for taking photographs when necessary. If a phone is to be used for school blogs whilst on educational trips or visits, permission must be obtained from the Head teacher and reference to their use and subsequent safety of data must be referred to in the trip risk assessment.

* 1. Photographs and videos are taken of pupils by staff for a variety of purposes, including displays of work/activities, personal records of achievement and for the school website and newsletter. Written permission is obtained when a child joins the school and this also indicates the level of consent, including where images may be used (personal records only or personal records and on the school website or in school publications). The DSL will ensure that all staff are aware of the names of children who may not be photographed or where there is limited consent. Images of pupils on the website will not be named. Images may only be captured on school cameras and the images may only be stored on the school’s password-protected computers and hard drive.
  2. Once images have been transferred from a camera the images should be deleted from the camera immediately. The transfer of images should be done electronically or by using the school owned USB stick. These must be stored securely in a locked cupboard.
  3. When taking photographs or recording video footage, staff should have regard to the following guidance:
     + all children must be appropriately dressed
     + images that only show a single child with no surrounding context should be avoided – photographs of three or four children are more likely to include the learning context
     + use photographs that represent the diversity of children participating
     + do not use images that are likely to cause distress, upset or embarrassment
     + do not use images of a child who is considered vulnerable, unless parents/guardians have given specific written permission

photographs must not be taken in the changing room/toilet areas or in the nappy-changing area

* 1. The SLT will review (annually during policy updates), stored images and delete unwanted and out of date material.
  2. Parents/guardians should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child or children. At certain events, the taking of photographs or films will be prohibited. At other events, staff should monitor the use of cameras and ask anyone behaving inappropriately to cease filming/taking photos.
  3. **Risk assessment**

The school recognises that the evaluation of risks and putting in place measures to mitigate those risks contributes to promoting the welfare and protection of pupils. Risk assessments may pertain to the whole school, to specific curricular or extra-curricular activities that have hazards associated with them, or to individual pupils or staff. The procedures for conducting, recording and monitoring risk assessments are set out in full in the School’s Risk Assessment policy.

* 1. **Safer recruitment**

All prospective members of staff undergo DBS checks and will also be subject to the other checks required under the Education (Independent School Standards) Regulations 2014 and in accordance with the latest version of KCSIE. At least one member of any staff recruitment panel will have had Safer Recruitment training. The school’s separate Staff Recruitment Policy contains further details about how the process of staff recruitment is conducted.

* 1. **Children missing education procedures**

All staff are aware that children going missing, particularly repeatedly, is a potential indicator of a range of safeguarding issues such as: neglect, sexual abuse or exploitation, child criminal exploitation, mental health problems, substance abuse, travelling to conflict zones, female genital mutilation or forced marriage.

* 1. The school has clear procedures in place for following up on unexplained absences and, where necessary, reporting to the local authority pupils who are missing from school for more than 10 school days (continuous). The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing.
  2. The school has a legal duty to inform the Local Authority if a pupil is to be removed the roll at a non-standard transition point; i.e., where a compulsory school-aged child leaves the school before completing the school’s final year. When this notification is made the following information must be provided by the school: full name of the pupil; name, address and telephone number of the parent the pupil lives with; details of any new address for the child and parent; the name of the pupil’s destination school and expected start date; and the reason why the pupil is leaving the school.
  3. The school is also legally required to notify the Local Authority within five days of adding a pupil’s name to the admissions register at a non-standard transition point. The notification includes all the details contained in the admissions register for the new pupil; specifically, their full name; sex; name and address known to be a parent of the pupil (and an indication of which parent he pupil normally lives with and which parents hold parental responsibility); address of new or additional places of residence; at least one contact telephone numbers at which the parent can be contacted in an emergency\*; date of birth; name and address of last school attended (if any); and details of whether they are a boarder or a day pupil.

\**Note: In line with KCSIE 2023, it is the school’s policy to hold a minimum of two emergency contact numbers for each pupil*

* 1. **The Prevent Duty**

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism. This duty is known as the Prevent duty. There are four specific elements to Buttercup’s approach to meeting the statutory requirements imposed by the Prevent duty. In summary these are:

* + - Risk assessment – working with the Local Authority, who provide contextual information about the area, the school assesses the risk of pupils being drawn into terrorism, including extremist ideologies
    - Working in partnership – liaising closely with the Tower Hamlets Safeguarding Children Partnership to ensure pupils requiring support are referred at a suitably early stage
    - Staff training – enabling staff to identify pupils at risk of being drawn into terrorism and to challenge extremist ideas
    - IT policies – to provide guidance to pupils as to how to stay safe online (see Acceptable Use Policy) and set out the filtering and monitoring mechanisms in place.
  1. **Visiting speakers**

Any pupil or member of staff who wishes to invite a speaker to address pupils must adhere to the following guidelines:

* + - provide details of the individual to the SLT in order that they may carry out a vetting procedure.
    - The event organiser or, if the organiser is a pupil, a member of the SLT, will undertake a search via the internet to research the background of the individual and consider taking up references from other schools at which they have spoken at in the past.
    - The event organiser should also consider carefully whether the views being expressed, or likely to be expressed, constitute extremist views that risk drawing people into terrorism or are shared by terrorist groups. In these circumstances the event will not be allowed to proceed.
    - It is not necessary to undertake a DBS check on every speaker. In cases where specific vetting checks are not prescribed by KCSIE, the visiting speaker will be always accompanied by a member of staff to ensure there is no unsupervised access to pupils. However, if a DBS check is deemed necessary, the appropriate details will be recorded on the School’s SCR.
  1. **Confidentiality and information sharing**

The school will follow the following procedures:

* + - keep all child protection records confidential, allowing disclosure only to those who need the information to safeguard and promote the welfare of children.
    - The school will co-operate with police and children’s social services to ensure that all relevant information is shared for the purposes of child protection investigations.
    - Where a pupil who is subject to a child protection plan is moving to another school, the DSL will ensure their child protection file is securely transferred to the new school as soon as possible.
    - 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.
    - Online and Electronic storage of information Where safeguarding information is stored electronically and online, the school has cybersecurity measures in place, which meets the Department for Education’s [Cybersecurity Standards](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/cyber-security-standards-for-schools-and-colleges), to ensure the data is safe and not vulnerable to evolving cyber-crime.
    - This file will be transferred separately from the main pupil file to the DSL at the new school and confirmation of safe receipt will be obtained. The DSL should also consider if it would be appropriate to share any information with a new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have support in place for when the child arrives.
    - Where allegations have been made against staff, the school will consult with the LADO and, where appropriate, with the police and social services to agree the information that should be disclosed and to whom.
    - Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. 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. Information that is relevant to safeguarding is regarded as ‘special category personal data’ and as such can be shared securely on a need-to-know basis.

Further non-statutory guidance [Information Sharing](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf) was published by the Government in July 2018. See Appendix 5

* 1. **Whistleblowing**

All staff are required to report to the Head teacher any concerns about:

* + - poor or unsafe safeguarding practices at the school;
    - potential failures by the school or its staff to properly safeguard the welfare of pupils; or
    - other wrongdoing in the workplace that does not involve the safeguarding and welfare of pupils.

If the member of staff feels unable to raise their concern with the Head teacher (or a member of SLT) or if they believe any concern has not been dealt with, they should contact the Chair of Proprietors. The NSPCC whistleblowing advice line is available for staff who do not feel able to raise safeguarding concerns internally (see Appendix 1 for contact details). Any member of staff can whistle blow without fear of detriment (retribution or disciplinary action) provided the report was made in good faith. Malicious allegations may be considered as a disciplinary offence.

* 1. **School premises, security and visitors**
     + The school will take all practicable steps to ensure that School premises are as secure as circumstances permit. A Visitors’ Book is kept at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff. All visitors will be given a name badge with the title ‘Visitor’, which must be clearly displayed and always worn whilst on the school’s premises.
     + 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.](https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible)
  2. **Monitoring this Policy**
     + Child protection incidents at the school, where a child is at risk of immediate harm will be followed by a review of the safeguarding procedures in the school and a report to the Proprietors. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the school’s procedures.
     + The DSL will monitor the operation of this policy and procedures on a day-to-day basis and will provide regular updates at Senior Leadership Team meetings. In addition, the DSL will present a termly report to the Proprietors.
     + The Proprietors will undertake an annual review of the policy and implementation of its procedures including good co-operation with local agencies and of the efficiency with which the related duties have been discharged. The Proprietors will draw on the expertise of staff, including the DSL, when considering amendments to policies and/or arrangements related to safeguarding.
     + Any deficiencies or weaknesses in child protection and safeguarding arrangements identified at any time will be remedied without delay.
  3. **Other relevant policies**

The following policies should be read in conjunction with this policy:

* + - Anti-Bullying Policy
    - Children missing from education Policy
    - Cyber-bullying Policy
    - Health and Safety Policy
    - Educational Visits Policy
    - Recruitment, Selection and Disclosure Policy
    - Code of Conduct for Staff
    - Behaviour Policy
    - E-Safety Policy
    - ICT acceptable Use Policy
    - Supervision Policy
    - Missing Pupil Policy
    - Mental Health Policy
    - Prevent Duty Policy
    - Visiting Speaker Policy
    - Physical Restraint Policy
    - Relationships and Sex Education Policy
  1. **Safeguarding / Child Protection Policy During School Closure**

Please see **Appendix 8** for full details and procedures of the school’s safeguarding procedures during the Covid-19 pandemic.

## Appendix 1: Contact details

### School

|  |  |  |  |
| --- | --- | --- | --- |
| **Position** | **Name** | **Phone** | **e-mail** |
| Designated safeguarding lead (DSL) | Shaheda Khanom | Office: 0203 7597408 | [Shaheda.khanom@buttercupprimary.co.uk](mailto:Shaheda.khanom@buttercupprimary.co.uk) |
| Deputy DSL (responsibility for EYFS) | Rena Begum | Mobile: 07403131665 | [info@buttercupprimary.co.uk](mailto:info@buttercupprimary.co.uk) |
| Deputy DSL | Sulthana Begum | School: 0203 7597408 | [Sulthana.begum@buttercupprimary.co.uk](mailto:Sulthana.begum@buttercupprimary.co.uk) |
| Head teacher | Rena Begum | Office: 02037597408 | [info@buttercupprimary.co.uk](mailto:info@buttercupprimary.co.uk) |
| Nominated safeguarding advisory board member | Feroz Adam  Zarina Connolly | Office: 0207 471 8287 | [ferozadam@evergreenprimary.org.uk](mailto:ferozadam@evergreenprimary.org.uk)  zarina.zcsi@aol.co.uk |

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### Local Authority (Tower Hamlets) children’s social services numbers

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.

**Esacalation 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. It is important that the DSL at each point of escalation puts the concerns in writing.

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

|  |  |  |
| --- | --- | --- |
| **Name** | **Phone** | **Out of hour phone** |
| LBTH Early Help Hub: | 0207 364 5006 |  |
| Children’s Social Care Out of Hours Team |  | 0207 364 4079 |
| Child protection advice line/Multi agency safeguarding Hub | 020 7364 5006 (Option 3)  020 7364 5601  020 7364 5606 |  |
| Child protection advice line | 0207 364 3444 |  |
| CME Officer: Saadia Anwer  LBTH CME Officer, Tower Hamlets Education Safeguarding Service,  [Saadia.Anwer@towerhamlets.gov.uk](mailto:Saadia.Anwer@towerhamlets.gov.uk) | 020 7364 3426  07562 431 817 |  |
| Virtual Headteacher: David Cregan | 0207 364 3692  vsinfo@.towerhamlets.gov.uk |  |

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### Allegations against staff

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Name** | **Phone** | **e-mail** |
| Local authority’s designated officer (LADO) | Melanie  Benzie | 0207 364 0677 | [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk)  [Melanie.benzie@towerhamlets.gov.uk](mailto:Melanie.benzie@towerhamlets.gov.uk) |

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### Prevent

|  |  |  |  |
| --- | --- | --- | --- |
| **Title** | **Name** | **Phone** | **e-mail** |
| Prevent officer | Iona Karman Baily Education Officer | 07842301565 | [Iona.Karrman-Bailey@towerhamlets.gov.uk](mailto:Iona.Karrman-Bailey@towerhamlets.gov.uk). |

|  |  |  |  |
| --- | --- | --- | --- |
| Local Authority Prevent Lead for Tower hamlets |  |  |  |
| Education Safeguarding Manager | Sharifa Chowdhury | 07958 221 558 | [Sharifa.chowdhury@towerhamlets.gov.uk](mailto:Sharifa.chowdhury@towerhamlets.gov.uk) |
| Education Safeguarding Quality Assurance and Training Officer | Chris Jordan | 07562 431 829 & 0207 364 3431 | [Chris.jordan@towerhamlets.gov.uk](mailto:Chris.jordan@towerhamlets.gov.uk) |
| DfE non-emergency advice | Telephone helpline and mailbox | 0207340 7264 | [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk) |

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### Female genital mutilation (FGM)

|  |  |  |
| --- | --- | --- |
| **Title** | **Phone** | **e-mail** |
| FGM Helpline | 0800 0283550 | [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk) |

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### Other useful contact details

|  |  |
| --- | --- |
| **Name** | **Phone** |
| Childline | 0800 1111 |
| NSPCC | 0808 800 5000 |
| NSPCC Whistleblowing Helpline | 0800 028 0285 |
| Kidscape (Anti-bullying helpline for parents) | 0845 120 5204 |
| Child exploitation Online Prevent (CEOP) | 0870 000 3344 |
| Police non-emergency | 101 |

## Appendix 2: Other types of abuse

**Children absent from education and children missing education:** all children of compulsory school age, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special needs they may have. A child going missing from education is a potential indicator of abuse or neglect, including possible sexual abuse, sexual exploitation or radicalisation.

* The school closely monitors attendance, absence, suspensions and exclusions. absent from education, whether prolonged or on repeat occasions, can be a vital warning sign of a wide range of safeguarding issues and is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, and child criminal exploitation (county lines). 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 adopts a separate attendance policy where details of the procedures can be obtained, staff follow procedures within this guidance.
* In accordance with the DfE’s Working together to improve school attendance, the school follows up on absences as part of its safeguarding duty. Such an approach prevents the risk of these children becoming children missing education in the future.
* Staff address daily absence and persistent absence as soon as these problems emerge as part of school’s early help response.
* Staff should be alert to children already known to be vulnerable, children known to a Social Worker and Looked After Children, since absence from education may increase known safeguarding risks within the family or in the community.
* Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.
* When a pupil does not return to school and the whereabouts of the child and their family are not known, the school will make reasonable enquiries and refer the child to the Attendance & Welfare Advisor to support with those enquiries to ascertain the child’s whereabouts, and only after these steps have been taken 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

* Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
* The school will report to the Local Authority instances of prolonged unauthorised absence, or a pupil being removed from the school roll under the circumstances outlined in KCSIE. In cases where a pupil has a prolonged period of authorised absence for a reason such as long-term illness, the school will be proactive in terms of providing support to both the parents and the pupil.
* **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 non-contact sexual activity such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may occur without the child or young person’s immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

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 Some of the following can be indicators of CSE, which is by no means an exhaustive list, and reports all concerns immediately to the DSL:

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

The school has created a preventative programme where the above areas are taught and are integrated into the whole school curriculum, therefore providing a preventative curriculum that protects children from harm.

For further information staff can read the [Home Office Statutory Guidance](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners) on Child Sexual Exploitation as well as speaking to the DSL.

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

CCE can include being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten 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.

***Note:***An imbalance of power is commonly associated with age difference, it can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic and other resources.

* **County lines:** ‘County lines’ is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of ‘deal line’. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) 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, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), where the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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](https://www.childrenssociety.org.uk/information/professionals/resources/county-lines-toolkit)

***Note:***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

* **Serious youth violence:** All staff are made 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 well-being, 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.
* **Domestic abuse:** The cross-government definition of domestic abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial and emotional. 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. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
* 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.
* 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, well-being, 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’.
* In response to safeguarding reports received about children involving Domestic Abuse, the school will make contact with Children’s Social Care for advice and guidance. Where appropriate school will complete a DASH Risk Assessment with the individual reporting as a victim of Domestic 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. and follow up with Children’s Social Care where appropriate.
* **Operation Encompass:** This operates within Thames Valley. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given to the child according to their needs. Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.
* **Forced marriage:** A forced marriage is one entered without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage.

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

Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages. Schools and colleges play an important role in safeguarding children from forced marriage.

* **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](https://www.gov.uk/government/publications/virginity-testing-and-hymenoplasty-multi-agency-guidance/virginity-testing-and-hymenoplasty-multi-agency-guidance) (July 2022).

* **Honour-Based Abuse:** So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed supposedly to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing. All forms of HBA are abuse (regardless of the motivation) and illegal in the UK and should be handled and escalated as such.

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 Honoured 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 (FGM).** FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff must be aware of the law requiring teachers to report cases 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 aged under 18. The duty to report resides with the teacher who becomes aware of the case not the DSL, although the DSL should be informed unless the teacher has a good reason for not doing so. The report should be made orally by calling 101 within 24 hours of the issue coming to light. Failure to report a case of FGM can result in disciplinary sanctions.

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

Section 5B of the Female Genital Mutilation Act 2003 (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.

Staff need to understand that 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.

* **Radicalisation and extremism: ‘**Radicalisation’ refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. ‘Extremism’ is defined in the Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Extremist views may result in terrorist activity which is where is an action or actions endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts electronic systems. The use of threat of terrorist activity must be designed to influence the government or intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There are various reasons why a young person might become interested in extremism:

* + a search for answers to questions about identity, faith and belonging
  + a desire for ‘adventure’ and excitement
  + a desire to enhance self-esteem of the individual and promote ‘street cred’
  + the discovery of and identification with a charismatic individual and, through them, attraction to a group which can offer identity, social network and support
  + a sense of grievance that can be triggered by personal experiences of racism or discrimination.

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism and this is an aspect of safeguarding. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alerted to changes in behaviour which could indicate that they may need help or protection.

Young people at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying young people who might be at risk of radicalisation and discuss their concerns with the DSL. Based on this information the DSL may conclude that a referral to the Channel Programme is appropriate. The Channel programme is run in every local authority and addresses all kinds of extremism including the extreme-right and Islamist-related. The support provided could include assistance with education or employment, and ideological mentoring to provide vulnerable individuals with skills to protect themselves from being drawn into extremism. An individual’s engagement with the programme is entirely voluntary at all stages. The school will consider the following:

* + The school recognises that children are vulnerable to extremist ideology and radicalisation and that the school has a duty to prevent pupils from being drawn into terrorism.
  + The school will follow the statutory guidance on the Prevent duty which explains school’s duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
  + Staff will be required to attend Prevent training to ensure they are up to date and confident to recognise issues that affect children.
  + Children will be given opportunities in relevant parts in the curriculum to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education)
  + The DSL will undertake Prevent awareness training and make sure that staff are appropriately trained to equip them to identify and protect any pupils at risk of radicalisation.
  + The DSL (and any deputies) are aware of local procedures for making a Prevent and Channel referral which is seen as part of the school’s wider safeguarding obligations.
  + The DSL will ensure a detailed Prevent risk assessment is undertaken and reviewed at least annually. This includes the risks posed by pupils’ access to the internet and social media and the school’s mitigating actions, such a monitoring and filtering internet use.
* **Youth produced sexual imagery:**

While sharing photos and videos online and via smartphones is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives, there are risks associated with the production and distribution of sexual and explicit images. Both in terms of the law (Protection of Children Act 1978, as amended by the Sexual Offences Act 2003) and in relation to the possible impact on a child’s well-being if images are shared more widely than they originally intended.

Youth Produced Sexual Imagery is one of the terms professionals use to describe the sending or posting of nude or semi-nude images, videos or live streams by children and young people under the age of 18 online. The term ‘nudes’ is used by young people and covers all types of images 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. The DSL should be notified as soon as possible if an incident comes to light in which a pupil under the age of 18:

* + has created and shared sexual imagery of themselves with a peer under the age of 18;
  + has shared sexual imagery created by another person under the age of 18 with another person; or
  + is in possession of sexual imagery created by another person under the age of 18.

When handling disclosures of Youth Produced Sexual Imagery, staff must be aware that it is illegal for staff to view or share such imagery. Staff should immediately report the disclosure to the Designated Safeguarding Lead.

Staff **must not** ask to see the imagery but should confiscate the device on which it is held and pass it on to the DSL. You should not view youth-produced sexual imagery unless there is good and clear reason to do so. Along with our own Safeguarding and Child Protection procedures, the school will follow the advice given in *Sexting in schools and colleges: Responding to incidents and safeguarding young people*, 2016.

A decision to respond to the incident without involving the police or children’s social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school’s pastoral support and disciplinary framework and, if appropriate, local network of support.

* **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.

* **Modern Slavery**

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

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

* **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm. For general enquiries about support for young people who might be at risk of or experiencing homelessness in the borough, please contact Tower Hamlets Housing Options: Host@towerhamlets.gov.uk

* **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf) and [12-17 year olds](http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](https://helpwithchildarrangements.service.justice.gov.uk/) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

* **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

* **Young carers**

A young carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled, has a mental health condition or misuses drugs or alcohol.

The 2011 Census identified 177,918 young carers in England and Wales. One in eight of those were aged under eight.

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’ (January 2023) and refer to the Young Carers program accordingly: Young.Carers@towerhamlets.gov.uk

* **Private fostering - LA notification when identified**

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) 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. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

Where the arrangements come to the attention of the school or college (and the school or college is not involved in the arrangements), they should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. Schools and colleges who are involved (whether directly) in arranging for a child to be fostered privately **must** notify local authorities of the arrangement as soon as possible after the arrangement has been made. Notifications **must** contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and **must** be made in writing.

Comprehensive guidance on private fostering can be found here: Private fostering: local authorities.

## Appendix 3: Further information on signs of abuse

### Physical abuse

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| Unexplained bruises and welts on the face, throat, arms buttocks thighs or lower back in unusual patterns or shapes which suggests the use of an instrument  Unexplained burns, especially burns found on palms, soles of feet, abdomen or buttocks  Scald marks –immersion burns produce ‘stocking’ or ‘glove’ marks on feet and hands or upward splash marks which may suggest hot water has been thrown over a child  Human bite marks Broken bones | Behavioural extremes (withdrawal, aggression or depression)  Unbelievable or inconsistent explanations of injuries  Fear of parents being contacted Flinching when approached or touched Truancy or running away from home |

### Emotional abuse

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| Eating disorders, including obesity or anorexia | Fear of parent being approached |
| Speech disorders (stammering) | Fear of making mistakes |
| Nervous disorders (rashes, hives, facial tics, stomach aches) | Developmental delay in terms of emotional progress |
|  | Cruel behaviour towards children, adults or animals |
|  | Self-harm |
|  | Behavioural extremes, such as overly compliant- demanding, withdrawn-aggressive, listless- excitable |

### Sexual abuse

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| Torn, stained or bloody underclothes | Self-harm |
| Pain or itching in genital area  Bruises or bleeding near genital area or anus | Sexual knowledge or behaviour (promiscuity) that is beyond their age/developmental level |
| Sexually transmitted infections | Sudden or unexplained changes in behaviour |
| Pregnancy  Discomfort when walking or sitting down | Avoidance of undressing or wearing extra layers of clothing  Truancy |
|  | Regressive behaviours (bed-wetting or fear of dark) |

### Neglect

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| Height and weight significantly blow age level Poor hygiene (lice, body odour etc) Inappropriate clothing for weather conditions  Indicators of prolonged exposure to the elements (sunburn, chapped extremities, insect bites)  Constant hunger, sometimes stealing food from others | Erratic attendance at school Chronic hunger or tiredness Having few friends  Assuming adult responsibilities |

### Child sexual exploitation

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| Tiredness or mood swings Bruising  Sexually transmitted diseases Pregnancy | Sudden decline in school performance, punctuality, attendance  In possession of expensive goods Going to place they cannot afford Age-inappropriate clothing Inappropriate sexualised behaviour Secretive  Mixing with older people  Misuse of drugs and alcohol |

### Child criminal exploitation and county lines

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| See sections on physical and sexual abuse Carrying weapons | Self-harming  Persistently going missing from school or home and/or being found out of area  Unexplained acquisition of money, clothes or mobile phones  Excessive receipt of texts/phone calls and/or having multiple handsets  Relationships with controlling older individuals or groups  Significant decline in school performance  Gang association or isolation from peers or social networks |

### Female genital mutilation

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| Difficulty walking, sitting or standing Bladder or menstrual problems Severe pain and bleeding  Infections such as tetanus, HIV and hepatitis B and C | Abroad for a prolonged period  Unusual behaviour after a period of absence  May talk of a ‘special procedure’ or ‘special occasion to become a woman’  Spending longer periods in the bathroom  Reluctance to undergo normal medical examinations |

### Forced marriage

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| Cut or shaved hair as a form of punishment for being disobedient | Absence from School  Failure to return from visit to country-of-origin Self-harm or attempted suicide  Running away from home Early marriage of siblings  Sudden announcement of engagement to a stranger  May talk of a ‘special procedure’ or ‘special occasion to become a woman’  Spending longer periods in the bathroom  Reluctance to undergo normal medical examinations |

### Grooming

Any individual at the school who has particular concerns about another member of staff should speak to the DSL. For further advice on grooming please refer to the information here: <http://www.nspcc.org.uk/what-is-childabuse/types-of-abuse/grooming/>

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| See section on sexual abuse | Spending increasingly prolonged time online  Having older boyfriends or girlfriends  Secretiveness about who they are talking to online and what sites they visit  Possession of electronic devices such as mobile phones or webcams that parents have not provided  Engaging less with their usual friends  Using sexual language that you would not expect them to know |

|  |  |
| --- | --- |
|  | Going to unusual places to meet people Using drugs and/or alcohol  Going missing from home or school |

### Radicalisation

|  |  |
| --- | --- |
| **Physical signs** | **Behavioural signs** |
| out of character changes in dress, behaviour and peer relationships | Showing sympathy for extremist causes Glorifying violence  Evidence of possessing illegal or extremist literature  A sudden disrespectful attitude towards others  Increased secretiveness, especially in relation to internet use  Unwillingness or inability to discuss their views  Advocating messages similar to illegal organisations such as ‘Muslims Against Crusades’ or other non-proscribed extremist groups such as the English Defence League |

### Broad government guidance on the following is also available via the GOV.UK website (see Part one: Keeping children safe in education September 2023)

**Additional advice and support**

**Abuse**

1. [What to do if you’re worried a child is being abused](https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2) – DfE advice
2. [Domestic abuse: Various Information/Guidance](https://www.gov.uk/domestic-violence-and-abuse) – Home Office (HO)
3. [Faith based abuse: National Action Plan](https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief) – DfE advice
4. [Relationship abuse: disrespect nobody](https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/) – Home Office website

**Bullying**

1. Preventing bullying including cyberbullying – DfE advice
2. [Preventing and Tackling Bullying,](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) DfE advice

**Children missing from education, home or care**

1. [Children missing education](https://www.gov.uk/government/publications/children-missing-education) – DfE statutory guidance
2. [Child missing from home or care](https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care) – DfE statutory guidance
3. [Children and adults missing strategy](https://www.gov.uk/government/publications/missing-children-and-adults-strategy) – Home Office strategy

**Children with family members in prison**

1. [National Information Centre on Children of Offenders](https://www.nicco.org.uk/) – Barnardo’s in partnership with HM Prison and Probation Service

**Child Exploitation**

1. [Trafficking: safeguarding children](https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance) – DfE and HO guidance
2. [Child sexual exploitation: guide for practitioners](https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners)

**Drugs**

1. [Drugs: advice for schools](https://www.gov.uk/government/publications/drugs-advice-for-schools) – DfE advice
2. [Drug strategy 2017](https://www.gov.uk/government/publications/drug-strategy-2017) – Home Office strategy
3. [Information and advice on drugs](http://www.talktofrank.com/) – Talk to Frank website
4. [ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention](http://mentor-adepis.org/) – Website by Mentor UK

**“Honour Based Abuse” (so called)**

1. [Female genital mutilation: information and resources](https://www.gov.uk/government/collections/female-genital-mutilation)- Home Office guidance
2. [Female genital mutilation: multi agency statutory guidance](https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation) – DfE, DH, and HO statutory guidance

**Health and Well-being**

1. [Fabricated or induced illness: safeguarding children](https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced) – DfE, DH, HO
2. [Rise Above: Free PSHE resources on health, wellbeing and](https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources) resilience – Public Health England
3. [Medical-conditions: supporting pupils at school](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3) – DfE statutory guidance
4. [Mental health and behaviour](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2) – DfE advice

**Homelessness**

1. [Homelessness: How local authorities should exercise their](https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities) functions – Ministry of Housing, Communities & Local Government guidance

**Online**

1. [Sexting: responding to incidents and safeguarding children](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) – UK Council for Internet Safety

**Private fostering**

1. [Private fostering: local authorities](https://www.gov.uk/government/publications/children-act-1989-private-fostering) – DfE statutory guidance 30 **Radicalisation**
2. [Prevent duty guidance](https://www.gov.uk/government/publications/prevent-duty-guidance)- Home Office guidance
3. [Prevent duty: additional advice for schools](https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty) and childcare providers – DfE advice
4. [Educate Against Hate website](http://educateagainsthate.com/) – DfE and Home Office advice

**Upskirting**

1. [Upskirting know your rights](https://www.gov.uk/government/news/upskirting-know-your-rights) – UK Government

**Violence**

1. [Gangs and youth violence: for schools and colleges](https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence) – Home Office advice
2. [Ending violence against women and girls 2016-2020](https://www.gov.uk/government/publications/strategy-to-end-violence-against-women-and-girls-2016-to-2020) strategy – Home Office strategy
3. [Violence against women and girls: national statement of expectations for victims –](https://www.gov.uk/government/publications/violence-against-women-and-girls-national-statement-of-expectations) Home Office guidance
4. [Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges) – DfE advice
5. [Serious violence strategy](https://www.gov.uk/government/publications/serious-violence-strategy) – Home Office Strategy

## Appendix 4: Actions where there are concerns about a child

## (KCSIE, September 2023)

School action

Staff have concerns about a child and take immediate action. Staff follow the child protection policy and speak to DSL(1)

Other agency action

Designated safeguarding lead or staff makes referral (3) to children’s social care (and calls police if appropriate).

Referral (3) made if concerns escalate.

Referral not required, school takes relevant action, possibly including early pastoral support and / or early help (2) and monitors locally.

Appropriate emergency action taken by social worker, police or NSPCC

Identify child at risk of significant harm: possible child protection plan.

Identify if child in need and offer appropriate support.

School considers early assessment (2) accessing universal support and other services.

Child in need of immediate protection: referrer informed.

Section 47 enquiries appropriate: referrer informed.

Section 17 enquiries appropriate: referrer informed.

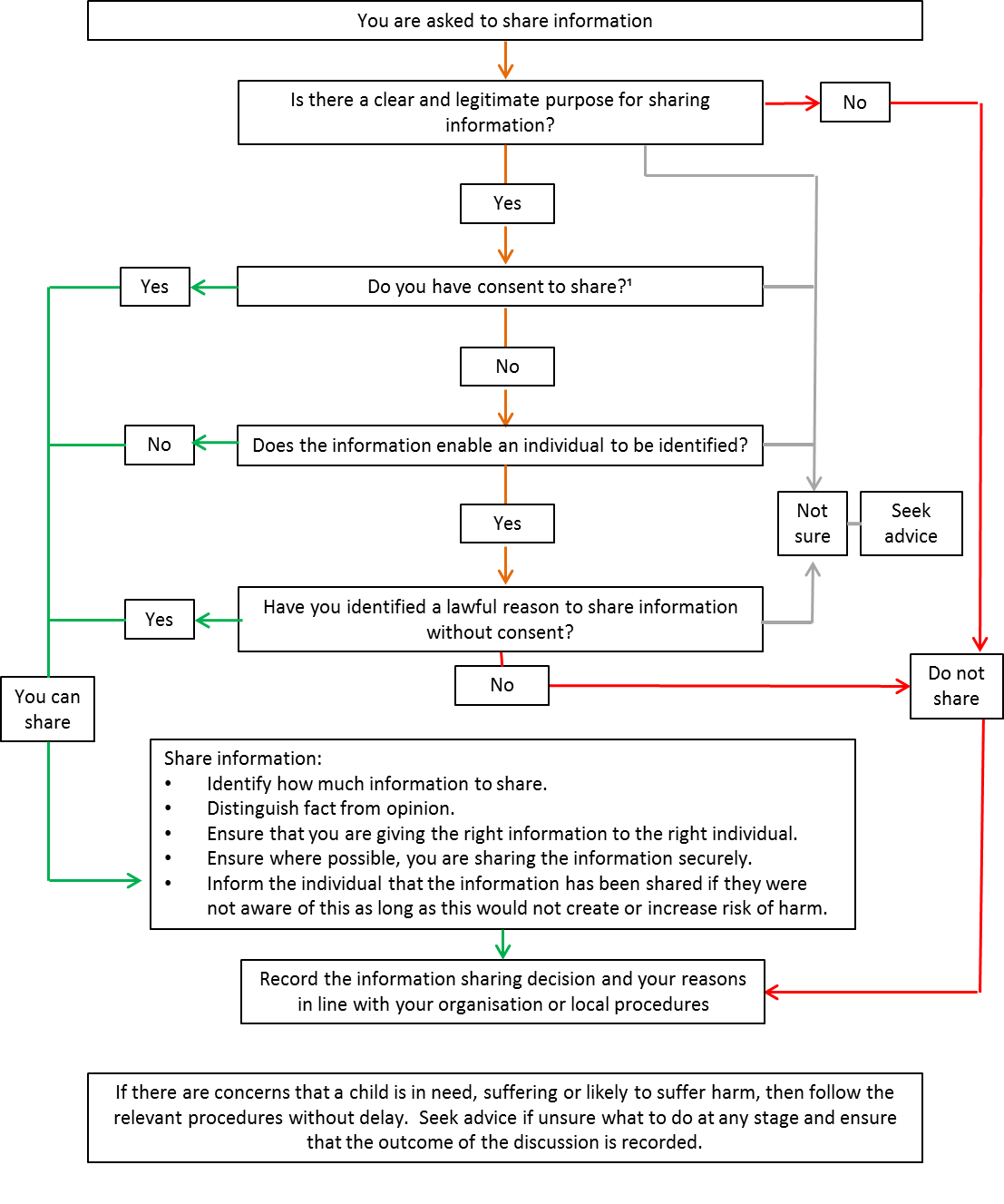
No formal assessment: referrer informed.

Within 1 working day, social worker makes decision about type of response that is required.

At all stages, staff should keep the child’s circumstances under review and re-refer if appropriate, to ensure the child’s circumstances improve – the child’s best interests must always come first

1. Cases where there is a concern or allegation made against a staff member refer to the Head teacher or LADO (see Section 18)
2. Early help involves providing support as soon as problem emerges. Where coordinated early help is required, an early help inter-agency assessment will be arranged.
3. Referrals will follow the processes set out in Tower Hamlets threshold guidance.

## Appendix 5: Flowchart of when and how to share information:



## Appendix 6 Child Protection Expression of Concern Form

#### This form should be completed when there is cause for concern and given to your Designated Safeguarding Lead as soon as possible.

|  |
| --- |
| Details of Pupil: |
| Child’s Name: |

|  |
| --- |
| Details of the person reporting concerns: |
| Full Name: |

#### Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B

|  |
| --- |
| Section A: |
| Date and time of incident/disclosure: Location of incident/disclosure:  Date this form was completed:  Other persons present: |

|  |
| --- |
|  |
| Section B: |
| Details of concern/disclosure/incident:  (What was said, observed, reported)  Action taken:  (What did you do follow the incident/disclosure/concern?)  Any other relevant information: |

|  |
| --- |
| Signed: Date: |

#### For completion by the Designated Safeguarding Lead (DSL):

|  |
| --- |
| DSL Response |
| Action taken by DSL:  Rationale for decision making/actions taken:  Outcome of action taken by DSL:  Follow up action by DSL:  Feedback given to person reporting the concerns: |

|  |
| --- |
| Signed by DSL: Date:  Full Name: |

#### Checklist for DSL:

* Concern described in sufficient detail?
* Distinguished between fact, opinion and hearsay?
* Child’s own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
* Jargon free?
* Free from discrimination/stereotyping or assumptions?
* Concern recorded and passed to DSL in a timely manner?

## Appendix 7: DSL/DDSL job description

|  |  |
| --- | --- |
| **The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment** | |
| **Summary of the role** | * To take lead responsibility for safeguarding and child protection (including online safety) occurring at the school and to support all other staff in dealing with any child welfare and child protection concerns that arise. * To have the status and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of pupils. * Whilst the activities of DSL can be delegated to appropriately trained deputies (DDSLs), the ultimate lead responsibility for child protection remains with the DSL. This lead responsibility cannot be delegated. * To take part in strategy discussions and inter-agency meetings and to support other staff to do so, and to contribute to the assessment of pupils. * To promote and safeguard the welfare of pupils in the school. |
| ***Main duties and responsibilities*** | ***Further specifics:*** |
| **Managing referrals** | You are expected to:   * refer cases of suspected abuse of any pupil at the school to the local authority children's social care; * support staff who make referrals to local authority children’s social care. * refer cases to the Channel programme where there is a radicalisation concern; * support staff who make referrals to the Channel programme; * refer cases where a person is dismissed or left due to risk/harm to a child to Disclosure and Barring Service (**DBS**); and * refer cases where a crime has been committed to the Police. |
| **Work with others** | You are expected to:   * act as a point of contact with the three safeguarding partners: the local authority (Tower Hamlets); the clinical commissioning group; and the police; * liaise with the Head teacher to inform him of issues; especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; * as required, liaise with the “case manager” (as per Part 4 of KCSIE) and the designated officer (LADO) at the local authority for child protection concerns in cases which concern a staff member; * liaise with staff (especially pastoral support staff, IT staff, First Aiders, and the named persons with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and * to act as a source of support, advice and expertise for all staff. |
| **Training** | You are expected to ensure your child protection training and that of the DDSLs is  sufficient and appropriate to provide the knowledge and skills required to carry |

|  |  |
| --- | --- |
|  | out this role. This training must be updated every two years. All members of the DSL team should also undertake Prevent awareness training.  In addition to the formal training, the knowledge and skills of members of the DSL team should be supplemented and refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role in order to:   * understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements; * have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; * ensure each member of staff has access to, and understands, the School or School’s child protection policy and procedures, especially new and part-time staff; * be alert to the specific needs of children in need, those with special educational needs and young carers; * understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; * understand the importance of information sharing, both within the School, and with the three safeguarding partners, other agencies, organisations and practitioners; * be able to keep detailed, accurate, secure written records of concerns and referrals; * understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation; * be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School. * be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online; * obtain access to resources and attend any relevant or refresher training courses; and * encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them. |
| **Raising awareness** | You are expected to:   * ensure that the school’s child protection policies are known, understood and used appropriately; * ensure the school’s safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Board regarding this. |

|  |  |
| --- | --- |
|  | * ensure the safeguarding policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; * link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and * help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that pupils, including pupils with a social worker, are experiencing, or have experienced, with teachers and School leadership staff. The role could include:   + ensuring that the school, and their staff, know who these pupils are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; and   + supporting teaching staff to identify the challenges that pupils in this group might face and the additional academic support and adjustments that they could make to best support these pupils. |
| **Child protection files** | You are expected to:   * ensure that when a pupil leaves the school their child protection file is transferred to the new school or college as soon as possible; * ensure child protection files are transferred separately from the pupil’s main file in a secure manner and confirmation of receipt is received from the destination school or college. * consider whether it is appropriate to share any information with the new school or college in advance of the pupil leaving |
| **Availability** | You are expected to:   * ensure during term time either the Designated Safeguarding Lead (or a deputy) will always be available during the school day or out of school hours in an emergency staff can contact DSL or if I am unavailable a member of the safeguarding team on their mobiles to discuss any safeguarding concerns; and * Arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. |

## Appendix 8: Child Protection Policy During School Closure



**Buttercup Primary School**

**Child Protection Policy During School Closure**

***Approved by Proprietors 24/7/2023***

***Policy to be reviewed 23/8/2024***

|  |  |  |
| --- | --- | --- |
|  | **NAME** | **CONTACT DETAILS** |
| **DESIGNATED SAFEGUARDING LEAD:** | Shaheda Khanom | Shaheda.khanom@buttercupprimary.co.uk |
| **DEPUTY DESIGNATED SAFEGUARDING LEAD:** | Sulthana Begum  Rena Begum | Sulthana.b@buttercupprimary.co.uk  zararahman@buttercupprimary.co.uk |
| **DESIGNATED SAFEGUARDING Proprietor** | Rena Begum | zararahman@buttercupprimary.co.uk |

***During this period of closure, if it is not possible to always have a Designated Lead (or Deputy) on school site, there will always be access to a Designated Lead or Deputy (Level 3 trained), either from our school, or another school or from the Local Authority***

**Contents**

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| **1** | **Introduction** |
| **2** | **Statutory Framework** |
| **3** | **Safeguarding arrangements during the closure period** |
| **4** | **Records and information sharing** |
| **5** | **Interagency working** |
| **6** | **Staff conduct.** |
| **7** | **Promoting positive mental health and resilience in school** |
| **8** | **Online safety for children away from school** |

**1. Introduction**

Schools and their staff form part of the wider safeguarding system for children and, in conjunction with other agencies, they play a vital role in safeguarding children during the current emergency arrangements. This policy is an addition to our existing Child Protection Policy and has been produced to cover arrangements in place during school closure due to COVID-19.

This Child Protection policy is for all staff, parents, proprietors’ volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

* the current Child Protection Policy
* Keeping Children Safe in Education (DfE, 2023)
* the school Behaviour policy.
* the school Staff Behaviour policy (sometimes called Staff Code of Conduct).
* the safeguarding response to children missing from education.
* the role of the designated safeguarding lead (Annex C of KCSIE)

Safeguarding and promoting the welfare of children *(everyone under the age of 18)* is defined in Keeping Children Safe in Education as:

* Protecting children from maltreatment
* Preventing impairment of children’s mental and physical 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.

1. **Current context / statutory framework**

Schools have been instructed to close, although are required to offer a place to [vulnerable children](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision) and children of workers critical to the COVID-19 response. [Vulnerable children](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

There is an expectation that vulnerable children who have a social worker will attend provision, so long as they do not have underlying health conditions that put them at severe risk. In circumstances where a parent does not want their child to attend, and their child is considered vulnerable, we will explore (with the social worker) the reasons for this and to agree an appropriate plan for that child.

We obviously want to support all our children during this time and will consider making a place available to other children with vulnerabilities, although this will be in discussion with other professionals involved and based on a risk assessment process.

1. **Safeguarding procedures during the closure period**

Clearly, we are working very differently during this period of closure. However, the principles within our existing Child Protection Policy still apply, as does the duty on all staff to safeguard children.

We have assessed the needs of all our pupils and put in place plans to support them and their families during this period of closure. These plans include an education offer (details of which have been shared separately with parents for their child) and arrangements to support pupils with their safety and wellbeing. These plans may include actions and interventions from other agencies, as we continue to work with partners to provide an appropriate level of support.

The following arrangements are in place:

* Welfare checks via daily calls.
* Doorstep visits if required, (this is risk assessed.)
* Risk assessments (e.g., critical workers children)
* Plans
* Food packages

For vulnerable children (including those with a Child Protection or Child in Need Plan), existing plans will be reviewed in conjunction with other relevant agencies and updated to ensure they reflect the current situation and meet need. The school will work with the Virtual School Headteacher to support our children in care. Children with an Education Health and Care Plan (EHCP) will be assessed in consultation with the local authority, other involved agencies and parents.

As always, all staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance.

* Keeping Children Safe in Education (DfE, 2023)
* Working Together to Safeguard Children (DfE, 2018)
* PREVENT Duty - Counterterrorism and Security Act (HMG, 2015)
* Tower Hamlets sharing information.
* Tower Hamlets Early Help

Where there is risk of immediate harm, concerns will be referred by telephone to Tower Hamlets Children and Families Partnership and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families services in Tower Hamlets. The school may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children’s Social Care, with parents / carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Partnership in Tower Hamlets or the Police for advice on when to share information with parents / carers.

**4. Records and information sharing**

Well-kept records are essential to good child protection practice.  Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location.  All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil’s date of birth, or until they transfer to another school / educational setting.

During this period, there may be occasions where we have children from another school attending our site, or where our pupils may have to attend another school. In these circumstances, relevant information will be shared between schools to ensure there is knowledge and an understanding of any safeguarding issues so that appropriate measures can be put in place to keep children safe. Information will be shared with relevant staff on a ‘need to know’ basis.

**5. Interagency working**

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions. During this closure period, there are temporary arrangements in place and meetings will take place virtually (online).

**6.**​ **Staff conduct**

All staff members are made aware of the boundaries of appropriate behaviour and conduct and the principles in our Staff Code of Conduct still apply during this emergency period. We have adapted our policies to reflect the current arrangements to ensure they cover online / remote learning. The usual processes for reporting concerns about a member of staff apply.

**7. Mental health and wellbeing**

The mental health and wellbeing of all our pupils is always a priority and it is recognised that, without the protective factor of attending school, some of our children may be more vulnerable. Understandably, this is a worrying and challenging time for everyone, and we understand that families may be placed under considerable additional pressures, potentially coping with issues such as increased anxiety, financial difficulties, caring for children at home fulltime and illness or bereavement.

We want to continue to do all we can to support our pupils and it is vital, therefore, that we work in partnership with parents / carers to do so. Parents / carers should share any concerns about the wellbeing of their child with school, so appropriate support and interventions can be identified and implemented daily calls will be made to identify any signs of distress.

**8. Online safety (for children away from school)**

We recognise that the majority of children will not be physically attending school and that it is likely they will be spending longer periods of time online, which may increase their vulnerability.

The DfE’s supplementary safeguarding guidance for the pandemic period encourages schools to review their arrangements to ensure that they remain effective while changed circumstances continue. It suggests some issues which may need to be covered (while they remain relevant), whether through amending the policy or through a temporary addendum and suggests some solutions.

The following procedures will be followed to ensure the DfE supplementary guidance is being implemented.

Staff will be able to access advice from the trained DSL during periods of closure or remote working. If the usual DSL were to be unavailable for any reason such as illness, the deputy DSL’s contact details will be shared with the staff.

The school will ensure their safeguarding arrangements cover the safety of pupils while using online learning.

The school will maintain contact with pupils who are not yet able to return to school. This will be done by making daily phone calls to pupils.

The guidance allows that training will be deemed not to have ‘expired’ while it is difficult to access DSL training during the COVID period. The DSL and deputies will keep up to date through newsletters and professional groups etc and access refresher training as usual once it becomes practicable again.

Staff will use school email accounts and devices rather than personal, provides links to other resources and sets out many other considerations and practical tips for safe remote learning. Both staff and pupils should be in suitable places at home and suitably dressed.

The breadth of issues within online safety is considerable. It can be categorised into three main areas of risk:

* ​**Content** - exposure to illegal, inappropriate or harmful material. For example, pornography, fake news, racist or radical and extremist views.
* **Contact** - subjection to harmful online interaction with other users. For example, commercial advertising and adults posing as children or young adults.
* **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, or online bullying.

It is important for parents to be vigilant about their child’s online activity and to inform the school of any concerns they may have about their child in this respect. We have provided parents with information on how to keep their children safe online and resources to support them to do this these have been sent via OurSchoolsApp and is available on the school website. The following useful websites have been shared:

* [​CEOP](https://www.ceop.police.uk/) (Child Exploitation and Online Protection)
* [Childnet](http://www.childnet.com/)
* [Internet Matters​](http://www.internetmatters.org/)
* [Net Aware](http://www.net-aware.org.uk/)
* [NSPCC​](https://www.nspcc.org.uk/preventing-abuse/safeguarding/schools-protecting-children-abuse-neglect/)
* [Parent Info​](http://parentinfo.org/)
* [Safer Internet](http://www.saferinternet.org.uk/)  ​

Staff are aware that children are vulnerable to being bullied or groomed for abuse or radicalisation online. Staff will be vigilant to any signs that that this may be occurring and report any concerns in the usual way.

**Linked Policies**

This policy must be read in conjuncture with the following linked policies

|  |  |  |  |
| --- | --- | --- | --- |
| * Mental health * PSHE | * Anti Bullying * Cyber Bullying | * Behaviour Policy * Digital Resilience Policy | * Relationship Policy |

**Appendix:**

**Sexual violence and sexual harassment:**

The Department for Education published the new ‘Keeping Children Safe in Education’ For 01st September 2023. Part five: Child on child sexual violence and sexual harassment will be adhered to in monitoring any sexual violence behaviour offline/online.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1080047/KCSIE\_2023\_revised.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1080047/KCSIE_2022_revised.pdf)

1. For more information on the Rapid Review process, Local Learning 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. [↑](#footnote-ref-2)
2. Authorised device – purchased by the pupil/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school. [↑](#footnote-ref-3)