Child Protection and Safeguarding Policy

Policy Reviewed	Ratified	Ratified By	Next Compulsory Date
May 2012	June 2012		
Feb. 2014	March 2014	KR, JK, KC, JC	annually
Dec. 2014	12 February 2015	The Governing Body	annually
Nov 2015	March 2016	The Governing Body	March 2017
March 2017	April 2017	The Governing Body	April 2018
June 2018	June 2018	The Governing Body	June 2019
October 2019	February 2020	KR, JK	September 2020
November 2020	December 2020	JK, MM, KC, JA, TI, MS, JD, JV, LM, JC	September 2021

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1.	CORE SAFEGUARDING PRINCIPLES

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

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

Principles of Child Protection and Safeguarding at Wapping High School.

At Wapping High School we recognise the school's responsibility to follow the guidelines set out in the Department for Education's statutory guidance "Keeping Children Safe in Education". All staff have an equal responsibility to be vigilant and act on any suspicion or disclosure that may suggest that a child is at risk of harm as specified in this guidance. All children have an absolute right to a childhood free from abuse, neglect or exploitation.

The Child Protection and Safeguarding Policy is made available and accessible to staff via CPOMS and on the shared drive. Staff receive an electronic copy of the policy annually at the beginning of the school year, which they confirm receipt of alongside safeguarding updates and the latest version of Keeping Children Safe in Education (KCSIE). The policy is also available on the school website, for the inclusion of parents and visitors to the school.

Existing Safeguarding policies are reviewed at least annually unless an incident, new legislation or guidance calls for the need for a review. Any review is ratified by the Governing body with the Safeguarding governors full involvement.

Wapping High School is committed to ensuring that consistent and effective

procedures safeguard and promote the welfare of the young people in its care. This document sets out the School's responsibility in relation to all aspects of the child protection and safeguarding process.

The procedures within the Child Protection and Safeguarding Policy apply to all staff, volunteers, visitors and governors; all the procedures have been written in accordance with Keeping Children Safe in Education 2021 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations.

2.   PURPOSE OF POLICY

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

3.   SAFEGUARDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002 (Local maintained schools only)
- Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- Education and Training (Welfare of Children) Act 2021 (16-19 Academies and Independent Training Providers)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018 (Updated December 2020)
- Keeping Children Safe in Education 2021
- What to do if you're worried a child is being abused 2015
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)

4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE

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

- London Child Protection Procedures revised 6th Edition (London Safeguarding Children Board, March 2021)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2021
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2021

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

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

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

The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Local Learning Reviews,

participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough's Section 175/157 School Safeguarding Audit cycle.

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

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

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

7. ROLES AND RESPONSIBILITIES

The Governing Body/Trustees/Proprietor have the strategic leadership responsibility for safeguarding arrangements at the school. As a collective body it must have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, and ensure that school's safeguarding policies and procedures, including the current Child Protection Policy, are compliant with legislation and statutory guidance, reflect local safeguarding arrangements and are effective.

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

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

Designated safeguarding staff contact details:

The Designated Safeguarding Lead (DSL) in this school is: Will Overill

Contact details: phone number 020 3597 3686 willoverill@wappinghigh.org

Deputy Designated Safeguarding Leads:

Mohammed Ali (Head of Tyburn House)
Contact details: phone number 0203 597 3688 mohammeda@wappinghigh.org

Jessica Overare (Acting Head of Fleet House)
Contact details: phone number 020 3319 4322 jessicaoverare@wappinghigh.org

The nominated Governor for Safeguarding is: Mr Jake Kemp
Contact details: jakekemp@wappinghigh.org

The Headteacher is: Gary Nelson
Contact details: phone number 020 3597 3675 garynelson@wappinghigh.org

The member of staff with the responsibility for the PREVENT programme is:
Mohammed Ali
Contact details: phone number 020 7193 688 mohammedali@wappinghigh.org

The member of staff with responsibility for online safety is: Jessica Overare
Contact details: phone number 020 3597 3679/020 3597 3685
jessicaoverare@wappinghigh.org

In this policy the 'Designated Safeguarding Team' refers to the following people:

Will Overill - DSL
Mohammed Ali - Deputy DSL
Jessica Overare - Deputy DSL
Bevin Hay - Wapping High Welfare and Attendance Officer:
bevinhay@wappinghigh.org

Local Authority contacts are:

Tower Hamlets Child Protection advice line 020 7364 3444

Multi Agency Safeguarding Hub (**MASH**)

0207 364 5601 / 0207 364 5606

Children Social Care out of Hours Team (17:00 onwards)

020 7364 4079

The Tower Hamlets LADO (Local Authority Designated Officer - for allegations made against staff) is Melanie Benzie 0207 364 0677
Email: LADO@towerhamlets.gov.uk

Children Missing in Education: LBTH CME Officer, Tower Hamlets Education Safeguarding Service, Saadia.Anwer@towerhamlets.gov.uk 020 7364 3426 / 07562 431 817 / 0207 3643450

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

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

All staff have a responsibility to report safeguarding concerns immediately to the DSL. Staff must report a concern to the DSL, using CPOMS the school's safeguarding record system as soon as possible. At Wapping HIgh we hold an ethos of "A worry is a concern, report it." Staff should not leave the school site without sharing a disclosure or concern with the DSL. In addition there is a safe@wappinghigh.org email account for students and parents to use in reporting concerns relating to safeguarding.
If in doubt about any safeguarding matter, staff should always speak to the DSL

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

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

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

A Child who:

- is disabled or has certain health conditions and has specific additional needs;

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

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

9.   CHILDREN IN NEED OF A SOCIAL WORKER

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

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

Staff should be mindful and supportive of children known to a Social Worker, differentiating their approach to behaviour management and issues accordingly, so as to be inclusive and vigilant of their status and inherent needs.

10.   CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

At Wapping High we place great importance on responding to concerns regarding mental health and will actively seek to refer any student with concerns to CAMHS or an appropriate agency, having gained content and understanding from the child's parent and carer. Once referred the mental health lead will be a named adult from the safeguarding team who will keywork for a student and use the regular meeting platforms to feedback on progress, connecting to the child's parent/carer as well to understand the progress at home. Any child with agency involvement is recorded for staff to take note of, in terms of vulnerability and this information is available to governors in the regular reporting that happens throughout the academic year.

11.   LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is as a result 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 DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children.

The Designated Teacher will work with the Virtual School Headteacher; to safeguard and promote the educational outcomes of Looked After Children and Care Leavers;

ensuring that all meetings, assessments and reviews are attended and facilitated with the appropriate personnel. The voice of the child is significant in being heard and understood, both in and out of the school setting. All staff will be informed of LAC children so as to understand and respond to the emotional and related needs that occur in such circumstances, in their day-to-day roles.

12.   SEND CHILDREN

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

- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;

- children not understanding that what is happening to them is abuse; and

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

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

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

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is

important that Online Safety lessons and related advice are tailored to their individual needs.

Students with SEND can present challenges and extra barriers can exist when recognising abuse and neglect in this group of students. For example:

- 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 SEND being disproportionately impacted by behaviours such as bullying without outwardly showing any signs;
- The impact that their physical health may have on their accessibility to safeguarding systems; and
- communication barriers and difficulties in overcoming these barriers.

13.   CHILDREN MISSING EDUCATION AND CHILDREN MISSING

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

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

Wapping High school assiduously follows up and acts proactively on attendance concerns, inviting parents for meetings (either in school or virtual) to support an understanding of what issues may have affected attendance negatively in order to support a child,or to challenge a parent/carer where there is no justified reason for poor attendance. Staff are regularly updated on student attendance via a daily absence email and tutors receive weekly reports to ensure that excellent attendance is celebrated and concerns are shared with children. The school's Attendance and Welfare Officer ensures that every child is accounted for as part of the daily operation on safeguarding attendance. A full description of actions to combat poor or persistent absence, including unauthorised holidays is available in the school attendance policy on the school website.

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

Contact: LBTH CME Officer, Tower Hamlets Education Safeguarding Service, Saadia.Anwer@towerhamlets.gov.uk 020 7364 3426 / 07562 431 817

14.   ELECTIVE HOME EDUCATION

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

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

15.   WHISTLEBLOWING

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

The school's Whistleblowing Policy, which staff need to follow, is available on the school drive and website and is referenced in safeguarding training.

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

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

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

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2021 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2021.

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

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

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

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

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

Email: Melanie.Benzie@towerhamlets.gov.uk or LADO@towerhamlets.gov.uk
Telephone: 0207364 0677

Concerns about staff that do not meet the harm threshold and the allegation criteria set out above are known as Low-Level Concerns. Staff should report low-level concerns and self-report low-level concerns about themselves in accordance with the school's procedures on low-level concerns, which are found in the school's Staff Code of Conduct.

17.   STAFF TRAINING

All staff attend safeguarding training for statutory updates on KCSIE in September, signing an attendance register that is held on CPOMS, that includes acknowledging the updated Child Protection and Safeguarding policy. Those staff who miss training are updated at a follow up meeting with a register of attendance held by the DSL. All new staff including agency staff and volunteers are also met, with their attendance recorded in the register by the DSL. Staff receive safeguarding updates via email, at weekly staff bulletin and through the Safeguarding google classroom. Learning outcomes are measured through staff feedback and trends identified through safeguarding incident submissions through CPOMS. Feedback is shared at staff briefings and at Senior Leaders meetings on a weekly basis.

18.   VISITORS

Visitors to School:

All visitors to the school must report to reception and sign in, detailing the person they are here to visit and the time of arrival. A visitors badge will be issued. Visitors must be escorted by staff at all times and escorted to the exit at the end of a visit. The visitor must then hand in their badge and sign out at reception, with the time of exit being recorded and checked.

This is covered in the separate visitors' policy (see appendix)

Contractors:

- All contractors are required to report to the premises staff on their arrival.
- They should be wearing an ID badge at all times.
- Staff should feel confident to challenge anyone in school without an ID badge on display.
- All employees of school appointed contractors are required to have DBS clearance.

At Wapping High School we recognise the school's responsibility to follow the guidelines set out in the Department for Education's statutory guidance "Keeping Children Safe in Education 2019". All staff have an equal responsibility to be vigilant and act on any suspicion or disclosure that may suggest that a child is at risk of harm as specified in this guidance. All children have an absolute right to a childhood free from abuse, neglect or exploitation.

The Child Protection and Safeguarding Policy is made available and accessible to staff via CPOMS and on the shared drive. Staff receive an electronic copy of the policy annually at the beginning of the school year, which they confirm receipt of alongside safeguarding updates and the latest version of KCSIE. The policy is also available on the school website, for the inclusion of parents and visitors to the school.

Existing Safeguarding policies are reviewed at least annually unless an incident, new legislation or guidance calls for the need for a review. Any review is ratified by the Governing body with the Safeguarding governors full involvement.

Wapping High School is committed to ensuring that consistent and effective procedures safeguard and promote the welfare of the young people in its care. This document sets out the School's responsibility in relation to all aspects of the child protection and safeguarding process.

The procedures within the Child Protection and Safeguarding Policy apply to all staff, volunteers, visitors and governors; all the procedures have been written in accordance with Keeping Children Safe in Education 2021 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations.

19.. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. When our children attend off-site activities, we will check that effective child protection arrangements are in place.

When pupils attend off-site activities, including day and residential visits and work-related activities a risk assessment is carried out, jointly with residential sites to comply with their own safety procedures. The school is assured that effective safeguarding arrangements are in place by coordinating work with the safeguarding leads/teams for such activities and visits.

Where services or activities are provided separately by another organisation, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. The school will ensure that all safeguarding requirements

are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

20. IDENTIFYING ABUSE

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

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

21. INDICATORS OF ABUSE

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

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

Emotional - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child

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

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

The school is aware of the borough's LBTH Neglect Guidance toolkit and all staff should understand their important frontline role in identifying children who may be suffering from Neglect. For More information visit this link here

22. VOICE OF THE CHILD

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.

All children are regularly reminded of who the safeguarding team comprises and their role in keeping children safe. Posters are available on every floor to show who these adults are and to provide their contact details.

Children are regularly reminded as well to keep themselves and others safe by reporting concerns to either:

- Their parent/carer
- Their form tutor, Head of House, or a trusted adult
- Using the email address safe@wappinghigh.org

- Accessing external support out of hours, particularly during school holidays via agency numbers such as Childline and Frank on safeguarding cards, which are distributed before the start of school holidays.
- Using the distinctive red "Tell Us" box by student reception

23. SAFEGUARDING ISSUES

24. CHILD SEXUAL EXPLOITATION

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

CSE can include both contact (penetrative and non-penetrative acts) and 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 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.

CSE risks are addressed through the PSHE and RSE curriculum, at assemblies and through drop down ASPIRE days with age appropriate focus.

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

25. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

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

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal

exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to

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

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

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

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other forms of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

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

Staff should also appreciate that siblings of students who attend Primary schools have an increased vulnerability as they are under 10 years old and could risk being exploited because they are under the age of criminal responsibility.

26. SERIOUS YOUTH VIOLENCE

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

27. ONLINE HARMS

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 peer on peer abuse. Technology often provides the platform that facilitates harm.

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent

images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

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

- 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, the school can report concerns to the Anti-Phishing Working Group (https://apwg.org/).

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

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (cyberchoices.uk). 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.

The ICT manager is responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material

- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly

- Conducting a full security check and monitoring the school's ICT systems on a weekly basis

- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files

- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy

- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy

Please refer to Wapping High's Online Safety Policy here to see measures in place to ensure Online Remote Learning is safe for both staff and pupils, as and when it is done.

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.

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in our policies on Attitudes to Learning and ICT and internet acceptable use. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet, or misuses personal devices where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

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.

Children and online safety away from school.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the staff code of conduct.

WHS will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record the length, time, date and attendance of any sessions held.

28. DOMESTIC ABUSE

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members. Domestic Abuse may involve a range of abusive behaviours including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'.

School has signed up to the Metropolitan Police's Operation Encompass system and on receipt of a notification from the Police will provide appropriate support to the child or children concerned, who attend the school. 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 inform the school's Designated Safeguarding Lead before the child or children arrive at school the following day. The purpose of Operation Encompass is to enable the school to provide 'silent support' and is not intended to replace statutory procedures.

29. SO-CALLED HONOUR-BASED ABUSE

Female Genital Mutilation (FGM) / Honour-based Violence (HBV)/ Violence Against Women and Girls (VAWG)

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. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. The Designated Safeguarding Lead will alert the police if it appears that an act of FGM has been carried out.

All forms of so-called 'honour-based' violence (HBV) are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the designated safeguarding lead.

Please consult Annex A in Keeping Children Safe in Education 2020 for specific guidance relating to FGM reporting duty, HBV and Violence against Women and Girls (VAWG).

Wapping High School continues to work in partnership with Amy-Kate Garwood in training and awareness for staff in with relation to VAWG, covering: domestic abuse,

sexual abuse, child sexual exploitation, 'honour based abuse', forced marriage and female genital mutilation and 'breast ironing'.

All forms of so-called Honour Based Abuse are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of Honour Based Abuse, or already having suffered Honour Based Abuse.

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

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

Please refer to the HM Government Multi-Agency Statutory Guidance on FGM, Updated 30th July 2020 [here](#).

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.

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

Please refer to the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines [here](#)

30. RADICALISATION AND EXTREMISM

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

PREVENT

The School recognises that that there 5 strands to support the prevention of violent extremism and as such the school will:

- understand how an extremist narrative which can lead to harm can be challenged by staff in schools; and model to pupils how diverse views can be heard, analysed and challenged in a way that values freedom of speech and freedom from harm
- understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks in the school
- understand how to support individuals who are vulnerable through strategies to support, challenge and protect
- increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promote respect for

each other
- use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship

The School will be vigilant in understanding/identifying the reasons why a young person might be drawn towards extremist ideology.

These may include:

- a search for answers to questions about identity, faith and belonging
- a desire for adventure and excitement
- desire to enhance the self-esteem of the individual and promote their 'street cred'
- identification with a charismatic individual and 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 will be vigilant in identifying early indicators of extremism which may include:

- showing sympathy for extremist causes
- glorifying violence
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations such as 'Muslims Against Crusades' or other non-prescribed extremist groups such as "The English Defence League"
- Out of character changes in dress, behaviour and peer relationships

If any adult has concerns that a student is presenting with the above indicators they should inform the designated safeguarding/CP officer as they would for any other child protection issue.

The external reporting of Prevent concerns is usually to the MASH team.

Intervention and preventative strategies

If the School has concerns about individual students who may be drawn to extremist ideology the School will implement intervention strategies such as:

- increased adult support, supervision and encouragement
- mentoring
- behaviour support and/or anger management
- attendance support
- 1:1 or group counselling
- support from Metropolitan Police Safer Schools Officer

Furthermore, the School may refer students to:

- Family Therapy/CAMHS
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support

Preventative activities (*excluding section on* curriculum) in school may include:

- Discussion of current news events, including extremism, in tutor-time and assemblies.
- Student council
- Enrichment programme

Further information:
www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales

The school works in partnership with Jasmin Philips, Prevent, Tower Hamlets to consider local factors in delivering training for staff, alongside statutory guidance for all schools and the completion of risk assessments. Last full staff training was held in January 2020 and delivered by Jasmin Philips.

The PHSE and tutor programme enables pupils to discuss issues of religion, ethnicity and culture and how the school promotes fundamental British Values as part of SMCS (spiritual, moral, social and cultural education).

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

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

31. PEER ON PEER ABUSE

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.

Staff should treat all reports of peer on peer abuse very seriously and make it clear that all forms are unacceptable. 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.

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.

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.

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

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

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

Peer on peer abuse

Wapping High School sets out clearly its response to peer on peer abuse in the Anti-Bullying Policy, that explains how we are vigilant regarding any reporting of

abuse, from allegation to response. Wapping High follows advice from DFE publication on "Sexual violence and sexual harassment between children in schools and colleges." The actions and attitude to supporting children are informed by the recent guidance from OFSTED's published findings here: https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges .This is also covered in a detailed reponse in the section of this policy that focuses on bullying.

Peer on peer abuse cannot dismissed as 'banter' or 'malicious gossip' and children must be encouraged to report any sexual abuse that they experience or witness, whether it is online or in person, or via social media or other digital platforms.

32. PEER ON PEER SEXUAL VIOLENCE AND SEXUAL HARASSMENT

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary phases and in colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

In response to reports including disclosures 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 should a victim ever be made to feel ashamed for making a report.

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

- challenging inappropriate behaviours;

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

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

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

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

All Staff need to be aware of the following:

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

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

Sexual Harassment may include the following:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence such as:

  - consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.
  - sharing of unwanted explicit content;
  - upskirting
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media
  - sexual exploitation, coercion and threats

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

So accordingly, with any report, disclosure, concern over 'gossip' or 'banter' our approach together is not to judge, or form opinions about individuals as abuse reveals concerns not only primarily and appropriately for the victim in their lived experience, but also for the abuser and to understand their story and background. Wapping High refers to police and social care to report these issues immediately and responds to 'red' requests from social care and Merlin reports from police to support all, without prejudice.

33. YOUTH PRODUCED SEXUAL IMAGERY.

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

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

Incidents may also occur where:

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

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

When handling 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.

Wapping High School's response to Youth Produced Sexual Imagery in accordance with UKCIS's non-statutory guidance, Sharing *Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020* is again one of working with children to ascertain risk and share relevant information with agencies as well as considering the impact of sharing these issues with parents/carers, alongside multi-agency consultation to establish personalised responses that cater to the individual.

The following guidance must be adhered to and issues reported immediately if there has been any problems or barriers in following these guidelines over procedure:

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

34. BULLYING (INCLUDING CYBERBULLYING)

How to report bullying

- A Student Incident Form can be collected from the school office or from a member of the Pastoral Team. Students may also email their concerns to safe@wappinghigh.org (see WHS Anti-Bullying policy), and a link can be found on their Google home screen. Students can also email the designated safeguarding email address if they have concerns. Posters for this are displayed in all classrooms, in student planners and open learning areas.
- All the relevant information must be completed on the form, which can then be handed to a Head of House, the Student Post Box on the Ground Floor, or the online form/email will be submitted to the Pastoral Team.
- Students may also report bullying verbally, and can do this by making an appointment to see the Attendance and Welfare Officer, their tutor or a member of the Pastoral team.
- The Head of House has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant members of staff to investigate.
- Alternatively any member of staff can be approached to report incidents of bullying, and they in turn will report to the Head of House.

Procedures

The following steps must be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
- The Head of House must be informed immediately.
- A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement. The staff member should also record their account if they witnessed the bullying.
- The Head of House will interview all concerned and will record the incident on the School's SIMS database.
- Parents will be kept informed through a telephone call by the Head of House.
- Subject teachers will be kept informed and asked to monitor the situation.
- A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, internal and fixed-term exclusions, and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police.
- Mediation will take place between the students involved, and an Anti-Bullying Assurance form completed to ensure the student understands the steps to undertake to ensure they are not involved in

bullying again.
- Students who are involved in incidents of bullying will also need to sign an Anti Bullying Assurance Form to show that they are willing to make changes to their behaviour.
- There will be a bi-annual audit and analysis of incident logs and interventions to continually improve practice.

This School has set procedures to follow in implementing sanctions where a bullying incident has occurred, and as described above, sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Each child and parent/carer has signed the The ICT user agreement which states that Wapping High School aims to empower pupils to be purposeful, creative and safe users of ICT. This agreement is signed when students join the school and is also in their student planner.

If a bullying incident is directed at a pupil or staff member using technology either inside or outside school tie the following action should be taken:

- advise the recipient not to respond to the message.
- secure and preserve any evidence.
- notify parents involved if an incident is discovered in school.
- consider informing the police depending on the severity or repetitious nature of the offence.

Strategies to reduce bullying

Wapping High School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- The consistent promotion and use of the Attitudes for Learning Policy, which requires all pupils to respect the rights of others;
- The reinforcement of the clear message that violence has no place at Wapping High School;
- Consultation with the 'Student Voice' on appropriate action;
- Posters and images displayed around school and pledges in planners reinforcing expectations on anti bullying, community cohesion ('we're listening posters' around school displaying how to report concerns).
- Take part in initiatives such as Anti-Bullying Week;
- Celebration of LGBT History month.
- Training for all members of staff on anti-bullying policy and strategy;
- The supervision by School staff of all play areas at lunch times and breaks;
- Providing information to all parents on the symptoms of bullying and the steps to take if the suspect their child is being bullied;
- A clear policy of mobile phones not permitted to be in use during school hours;

- The celebration of all student backgrounds and cultures through assemblies;
- During assemblies and PHSE learning sessions, discuss and explore bullying issues with the children;
- Raising awareness of cyber-bullying and teaching children to safely use technology (including mobile phones, email and the Internet);
- All websites accessed in School are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher. Action will be taken and recorded;
- Effective recording systems via the school data base on SIMS;
- Work with multi-agency teams including police and Children's Services as appropriate;
- Contact the parents of both the child being bullied and the bully;
- Challenge sexual content within verbal abuse, especially challenging the word 'gay' and other homophobic language

35. HOMELESSNESS

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. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of

Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here (KCSIE 2021)

36. CHILDREN AND THE COURT SYSTEM

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 and 12-17 year olds. 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 with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

37. CHILDREN WITH FAMILY MEMBERS IN PRISON

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.

38. PRIVATE FOSTERING

Please see DFE guidance on Private fostering here.

> Wapping High School follows this advice from Tower Hamlets:
>
> *Private fostering is when a child or young person aged under 16 (or under 18 if they are disabled), is cared for and provided with accommodation for 28 days or more by an adult who is not a close relative. A close relative is an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, grand aunt/uncle or a family friend.*
>
> *From 1 July, 2005, the government introduced legislation and guidance on private fostering. Parents have a responsibility to ensure that their child is in*

a suitable and safe private fostering arrangement. Parents and carers have a legal duty to tell the London Borough of Tower Hamlets at least six weeks before the arrangement is due to start.

If the arrangement is due to start within six weeks or is already in place, then you must tell the Private Fostering Social Work team at the London Borough of Tower Hamlets immediately.

The law states that you must tell us of a private fostering arrangement within the timescales outlined above. This information will help us to ensure that the child is well looked after and does not come to any harm. Failure to inform the council may result in legal proceedings taking place.

There are many private fostering situations. These can include:

- *children or young people who are sent to this country for education or health care by their birth parents from overseas*

- *children or young people whose parents are from overseas and who work or study long and/or antisocial hours*

- *children or young people who are living with a friend's family as a result of parental separation, divorce or arguments at home*

- *children or young people living with their partner's family*

  Tower Hamlets have a legal duty to ensure that any child or young person is in a suitable and safe private fostering arrangement. We will make regular visits to your child and his/her private foster carer. The team also provides help and advice where necessary.

  It is an offence not to notify Tower Hamlets of a private fostering arrangement.

  If you are aware of a child or young person who may be in a private fostering arrangement or who may potentially be placed in a private fostering arrangement, you should contact the private fostering team immediately.

Please see more details here:
https://www.towerhamlets.gov.uk/Documents/Children-and-families-services/Adoption-and-fostering/Foster-carer/Private-Fostering-Statement-of-Purpose-2009.pdf

39. YOUNG CARERS

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

40. 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.

41. 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.

42. TAKING SAFEGUARDING ACTION

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

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, no later than the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern using CPOMS
- seek support for yourself if you are distressed.

43. EARLY HELP

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

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

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

Wapping High identifies and refers students for Early Help using the Early Help Assessment, EHA Reviews and Team Around the Child/Family meetings when there is a multi-agency approach, and referral to Children's Social Care if the threshold has been met.

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

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

Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via https://bit.ly/2AA2WNy

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

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

Child Protection Advice Line
020 7364 3444

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

44. HANDLING DISCLOSURES

Please see advice in Safeguarding updates for staff here

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

All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

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

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

All adults will receive Child Protection and Safeguarding Awareness training every 3 years. The Training covers the following:

- how to identify signs of abuse
- what to do if you suspect abuse

- confidentiality
- reference to the Child Protection and Safeguarding Policy and related policies

All adults receive Child Protection and Safeguarding training as appropriate as part of their induction programme upon joining the School.

45. CONFIDENTIALITY AND SHARING INFORMATION

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

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

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

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

If the School receives information about a child which suggests that she has been actually abused or neglected or that this is likely, the School has a duty to refer these concerns to the Children's Services Department or Police. The school has no discretion in this matter. In these circumstances the Tower Hamlets Safeguarding Children Partnership (THSCP) arrangements for child abuse investigation procedures will apply.

In either case parents will be informed of what has happened at the earliest opportunity consistent with the child's best interests.

It is important to remember that a referral or consultation with the Children's Services is an

expression of concern about a child's welfare. It is not an accusation or a presumption of responsibility about a parent/carer.

In the course of an investigation, the Children's Services or Police might wish to speak to a child, without parental knowledge or consent. The Head, acting *in loco parentis*, has discretion to sanction this to allow the authorities to explore concerns and to determine whether there are grounds for further action. In these cases, the Head will ensure that the child's welfare is secured and the child has access to a trusted adult.

The Head will not allow a child to be removed from School premises without either:

- parental consent;
- an order of the Court or a Police Protection Order, or
- the child's own consent (providing the child is deemed by the Head of an age and understanding to give informed consent), i.e. in the opinion of the Head has sufficient maturity to understand what is involved and has sufficient understanding and intelligence to be capable of making up her own mind on the issue.

If the School has general concerns about a child's welfare, these will be raised with parents/carers at an early stage in an attempt to work together to remedy the situation. The School may arrange a meeting to discuss these concerns if they persist over a period of time. This is voluntary and needs parental and the child's consent for information to be shared and the meeting to be held. If necessary the school will complete an Early Help Assessment (EHA).

In all of the above circumstances, the DSL will keep a confidential record of concerns and actions.

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.

46. REFERRING TO CHILDREN'S SOCIAL CARE

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

LBTH Multi-Agency Safeguarding Hub:
020 7364 5006 (Option 3) 020 7364 5601/5606

Child Protection Advice Line:
020 7364 3444

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

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

47. ESCALATION PROCEDURES

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

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

Appendix 1: MASH Poster

Tower Hamlets Safeguarding Children Board

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

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

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

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

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

Important contact information:

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

Appendix 2: MASH Interagency Referral Form

Link to blank form here