

# Safeguarding & Child Protection Policy



## 1. Introduction and aim

Bigland Green Primary School recognises the important role the school has in the early recognition of the signs and symptoms of abuse and neglect, and of protecting the wellbeing and welfare of children/pupils. Teachers and other school staff members are particularly well placed to observe the outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children. The purpose of this policy is to:

- inform staff, parents/carers, governors, volunteers and supply staff (including contractors) about the school's responsibilities in terms of safeguarding and child protection, and;
- enable everyone to have a clear understanding of how these responsibilities should be carried out effectively.

This policy provides clear direction about the expected behaviour when dealing with safeguarding or a child protection issue. It makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that safeguarding and child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways that support the child's needs. This policy applies to all pupils, staff, governors, volunteers, parents and visitors to BGPS.

The school's procedures for safeguarding children are in line with the Tower Hamlets Local Safeguarding Children Board (THLSCB<sup>1</sup>) child protection procedures which are based on the London Child Protection Procedures. The development of appropriate procedures and the monitoring of good practice are the responsibilities of the THLSCB.

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.

## 2. Framework

Key documents, which inform this policy, are:

- Keeping children safe in education: Statutory guidance for schools and colleges, DfE, updated September 2022
- Supplementary guidance for schools and education settings on child protection procedures, THSCB, September 2022
- Tower Hamlets Safeguarding Children Partnership (THSCP) Arrangements, June 2019
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, DfE, July 2018 (Updated July 2022)
- Tower Hamlet's Multi-Agency Threshold Guidance, LBTH
- London Borough of Tower Hamlets Early Help Strategy, October 2018
- Children missing education: statutory guidance for local authorities, DfE, September 2016

<sup>1</sup> <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

- What to do if you're worried a child is being abused: advice for practitioners, DfE, March 2015
- The Prevent Duty: Departmental advice for schools and childcare providers, DfE, June 2015

### 3. Three main elements of this policy

#### Prevention

- Providing an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raising awareness of all staff, of the need to safeguard children and of their responsibilities in identifying concerns, sharing information and taking prompt actions.
- Ensuring that all adults within our school who have access to children have been rigorously checked as to their suitability using safe recruitment procedures.

#### Protection

- Through the establishment of a systematic means of monitoring children, known or thought to be at risk of harm.
- Through the establishment of structured procedures within the school which will be followed by all members of the school community in cases of suspected abuse.
- Through the development of effective working relationships with all other agencies, involved in safeguarding children.

#### Support

- Ensuring that key concepts of child protection are integrated within the school curriculum and pupils are educated about risks associated with internet use and new technology.
- Ensuring that children are listened to and their concerns taken seriously and acted upon.

### 4. Roles and responsibilities

The BGPS governing body will take seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

Safeguarding encompasses issues such as pupil health and safety, bullying and a range of other issues, e.g. arrangements to meet the medical needs of children with medical conditions, providing first aid, school security, drugs and substance misuse.

Safeguarding vulnerable people/children from radicalisation is no different from safeguarding them from other forms of harm. Appendix 1 details the school's measures to safeguard its pupils from radicalisation<sup>2</sup> and extremism<sup>3</sup> and how to seek the necessary support when required in accordance with the guidance in the Prevent Duty.

#### Responsibilities of the Headteacher

The Headteacher will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed.
- Ensure that resources are allocated to enable the designated safeguarding leads and other staff to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- Ensure that appropriate members of staff have received training on the use of the Common Assessment Framework in order to identify children with additional needs to receive appropriate support at an early stage.
- Be responsible for receiving allegations against staff and volunteers. The Headteacher will consult the local authority allegations manager (education) to ensure that the matter is dealt

<sup>2</sup> Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism

<sup>3</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

with in an objective and transparent manner. All investigations will be dealt with in accordance with the 'Safeguarding Children & Safer Recruitment in Education', guidelines.

### **Responsibilities of the designated safeguarding leads (DSL)**

- Referring a child if there are concerns about a child's welfare, possible abuse or neglect, to the Multi-Agency Safeguarding Hub (MASH) in Tower Hamlets Children's Social Care.
- Ensuring that all records are kept confidentially, secure.
- Acting as a focal point for staff concerns and liaising with other agencies and professionals.
- Ensure that an appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings. Contributing to the Framework for Assessments process.
- Ensure all staff receive basic child protection training at least once every three years.
- Ensure that all volunteers and supply teaching staff are made aware of the CP procedures.
- Attend THLSCB training for the role once every two years.
- Providing an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the DSL, school staff and governors.

### **Responsibilities of staff in the school** (teaching & non-teaching)

- Keep up-to-date of child protection issues and receive training at least once every year.
- Be alert to signs of abuse or neglect and report immediately to the Designated Person. Report cases of FGM to the police.
- Follow school policies and procedures on behaviour management and code of conduct.
- To be aware of the local Early Help process and understand their role in it.
- To be aware of the process of making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role that they might be expected to play in such assessments.

### **Parental involvement/responsibility**

It is important that parents/carers understand the school responsibility to safeguard and promote the welfare of children; and share information and work in partnership with other agencies when there are concerns about a child's welfare. In general, the staff will seek to discuss any concerns about a child's welfare with the family and, where possible, seek their agreement to making referral to children's social care. However, this should only be done where it will not place a child at increased risk of significant harm.

## **5. School procedures**

The designated safeguarding lead (DSL) at BGPS is the SENCO – Elena. The school has two deputy designated safeguarding leads who are:

1. Learning Mentor (Jorina)
2. Headteacher (Abdul-Hayee)

If a member of staff is concerned about a child then they must inform the DSL or one of the deputies and report their concern using the 'add incident' function in CPOMS. CPOMS is a Child Protection Online Management System and can be accessed on all internet devices using <https://bigland.cpoms.net>

If CPOMS is unavailable, then staff can report their concern using the form attached in appendix 2. If a member of staff is unsure, whether their concern is a child protection concern then they should discuss their concern first with the DSL or one of the deputies. The DSL or one of the deputies will then advise whether to add the incident to CPOMS. Staff members should always add the incident to CPOMS if it is an urgent child protection concern. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral in such situation and need not go through the DSL by dialling 020 7364 3444.

To report a concern, information regarding the concerns must be recorded by the member of staff on the same day using CPOMS. The recording must be a clear, precise, factual account of the observation with the correct date and time.

Appendix 3 provides a guide to reporting concerns on CPOMs. Appendix 4 provides a summary of reporting an allegation against a member of staff – please see section 9 for more details.

The DSL will abide by the guidance of the Local Safeguarding Children Board, and may refer the matter to the Multi-Agency Safeguarding Hub (MASH) in Tower Hamlets Children’s Social Care. In some circumstances, parents may be notified, but staff should not notify parents in advance if there is any risk of:

- (a) further endangering the child or children involved;
- (b) compromising the integrity of any evidence which may later be used in court, or
- (c) causing any alleged perpetrator of child abuse to be protected from investigation.

Only the DSL should make decisions about when to disclose child protection issues to parents and other staff must assume that information about child protection issues is strictly confidential, and act accordingly. If a referral is made to the MASH, the DSL will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours. Particular attention is paid to the attendance and development of any child who has been identified as ‘at risk’ or who has been made subject to a Child Protection Plan.

If a pupil about whom safeguarding concerns have been raised changes school, the DSL or the Deputy DSL will inform the social worker responsible for the case (if there is one) and transfer the appropriate records to the receiving school. They will also inform the Local Authorities involved.

All staff members are required to provide relevant information about any person who lives or works in the same household as them who may pose a risk to children.

### **Voice of the child**

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse. There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

The barriers preventing a child communicating their concerns may be connected to their vulnerability, disability, sexual orientation, or language. The child’s behaviour may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns. The systems in place to facilitate children voicing their concerns and abuse include:

- Clear signposting and promotion throughout the school of who you can talk to if you are worried about something
- A curriculum that supports the voice of the child through ‘Big Thinking’

### **Dealing with a disclosure**

If a pupil discloses that they have been abused in some way, the member of staff should:

- Always stop and listen to someone who wants to tell you about incidents or suspicions of abuse, without displaying shock & disbelief.
- Take the child seriously. Always assume that they are telling the truth.
- Do not promise confidentiality; you have a duty to refer to the DSL to seek help.

- Do reassure and alleviate guilt. For example, you could say; 'you are not to blame.' 'You have done the right thing to tell someone.'
- Do not ask leading questions. For example, 'What did she do next?' (this assumes that she did), or 'did he touch your private part'. The child may well have to tell the story again, and to do so repeatedly will cause undue stress. In cases where criminal proceedings occur, such questioning can cause evidence to become invalid.
- Do try and get as much information as possible. You can ask questions like: What happened? What were you doing? When did it happen? Who was there? Where did it happen?
- Do not ask the child to repeat the incident for another member of staff.
- End by summarising what has been said and what action has been agreed.
- Be clear about what you intend to do next.
- Record carefully what has been said and what actions have been agreed.
- Discuss your concern/disclosure with the DSL only, at the earliest opportunity.

### **Record keeping**

When a pupil has made a disclosure the member of staff should:

- Make brief notes as soon as possible after the conversation (these notes should be made before speaking to the DSL).
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child.
- Draw a diagram to indicate the position of any bruising or other injury.
- Record statements and observations rather than interpretations or assumptions.
- Add the incident to CPOMS on the same day.

## **6. School procedures for children missing education**

The school will cooperate fully for the effective implementation of the statutory guidance for Local Authorities in regards to children missing education. In particular, the school will do the following:

1. The Local Authority will be notified in writing before a pupil is removed from the school register unless it is at a standard transition point
2. When notifying the LA, the school will provide the following details:
  - a. Child's full name and date of birth
  - b. Full name and address of parents/carers of the child
  - c. Contact telephone number and email (if available)
  - d. Child's future address and/or destination school
  - e. The reason for which the child is being removed from the register
3. Before moving a pupil from the school register, the school will make reasonable enquiries to establish the whereabouts of the child has not been attending school regularly
4. The school will inform the LA of a new admission within five days if the admission is not at a standard transition point in writing and provide the information listed for taking a pupil off roll

The school will ensure that any absences of more than two consecutive school days are followed up by a telephone call. Parents will be required to provide a written note explaining any absence of more than three consecutive days on the pupils' return to school.

If parents inform that they plan to home-educate their child, then this information will be communicated in writing to the LA.

## **7. Training and support**

The Governing body will ensure that:

- There is a designated member of the leadership team who has undertaken Designated Person Child Protection training and is the DSL.
- A member of the governing body is fully trained for safeguarding.

- There are two other members of staff who will act in the absence of the DSL, who also have appropriate training.
- All members of staff will receive appropriate training to develop their:
  - understanding of signs and indicators of abuse, (appendix 5)
  - understanding of how to respond to a pupil who discloses abuse
  - understanding of the procedures to be followed in sharing a concern of possible abuse or a disclosure of abuse
  - specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, E-safety (use of ICT, the Internet and Social Media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect (appendix 1 and 6).
- New staff, supply staff and volunteers will be advised of the school's safeguarding and child protection arrangements and contact details of the DSL, as part of their induction.

### **Safer recruitment training**

Preventing unsuitable people from working with children and young people is essential to keeping children safe. Rigorous selection and recruitment of staff and volunteers is a key responsibility of the Headteacher and the governing body. The Headteacher and a nominated governor will complete the 'Safer Recruitment' training, either on-line or through the London Borough of Tower Hamlets. Governors may nominate other senior members of staff to undertake the training. A single central record of checks will be maintained and reviewed regularly by the governing body.

### **Records and monitoring**

BGPS is clear about the need to record any concern held about a child/ren within the school. Child protection records will be kept separate from the main pupil records and in a locked cabinet. The records will only be shared on a need to know basis.

### **Extended school, lettings and the use of the premises by others**

Where services or activities are provided separately by another body using the school premises, the governing body will seek written assurance that the body concerned follows safer recruitment procedures and has appropriate policies and procedures in place in regard to safeguarding children.

### **Confidentiality**

The school recognises that all matters relating to child protection are confidential.

- The Designated Person will disclose personal information about a pupil to other members of staff on a need to know basis only.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- Always undertake to share the school's intention to refer a child to Children's Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

### **Supporting staff members**

We recognise that staff working in the school who have become involved with a child who has suffered or likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided for all staff by, for example, the Head teacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

## **8. Link with other school policies**

This child protection policy should be read in conjunction with the following policies. All these and other school policies are available on the staff shared drive or from the school office.

- **Bullying / Cyber bullying** - (refer to school's anti-bullying policy document)

- **Racist Incidents** – (refer to the school single equality policy)
- **Pupils with Medical Needs** (refer to the school’s first aid policy)
- **Looked After Children** (refer to the policy for looked after children)
- **Whistle-blowing** (refer to the school’s policy)
- **Photography, Video, Internet use** (refer to the starter pack/prospectus)
- **Work Experience** (refer to the school’s policy on volunteers in school)
- **Online Safety**
- **Staff Behaviour Policy**
- **Special Educational Needs and Disabilities (SEND)** (refer to school’s Special Educational Needs and Disabilities policy)

## 9. Allegations against staff members

All school staff should take care not to place themselves in a vulnerable position with a child. All staff are made aware of the school’s behaviour/discipline policy and the staff code of conduct, with reference to professional boundaries in the staff handbook.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL or the Headteacher. If both are not available, then it will be reported to a member of the SLT (team leaders).

The Head teacher/DSL will assume the role of a case manager and try to establish the practical details about the time, date(s) and location of the abuse and the names of potential witnesses. On no account will they seek to interview the child/ren or the alleged staff. A written record will be kept. All such allegations will be reported to and discussed with the LADO<sup>4</sup>(local authority designated officer) in the first instance who will facilitate a referral to the Child Protection Advice Line as necessary. In the event that the LADO is not contactable, the Child Protection Advice Line will be contacted directly.

If an allegation made to a member of staff, concerns the behaviour of the Headteacher, the person receiving the allegation will immediately inform the Chair<sup>5</sup> of governors (who is also the safeguarding governor) who will act as the case manager and consult the LADO without notifying the Headteacher. Contact can be made directly with the LADO if the Chair of governors is unavailable or the concern is of a serious nature which requires immediate action.

Further information<sup>6</sup> about dealing with an allegation against a staff member can be found on the Tower Hamlets Safeguarding Children Board, a copy of which is kept in the school child protection folder for reference purpose.

## 10. Monitoring, evaluation and review

This effectiveness of this policy will be monitored on a continuous basis by the headteacher. Any significant factors will be reported to the full governing body. Any urgent issues will be raised with the Chair of governors immediately.

The designated governor will review the effectiveness of this policy at least once a year and report back to the full governing body. The policy will be reviewed annually by the full governing body.

Approved	Signature	Review date
September 2022	B. A. Patilla	September 2023

<sup>4</sup> The LADO at LBTH is Melanie Benzie, Tel. 020 7364 0677; LADO@towerhamlets.gov.uk

<sup>5</sup> The Chair of governor is Barbara Patilla (contact details in school office); [admin@biglandgreen.towerhamlets.sch.uk](mailto:admin@biglandgreen.towerhamlets.sch.uk)

<sup>6</sup> Procedures for managing allegations of abuse against staff working in children’s school and family settings

---

## Appendix 1

---

### The Prevent Duty: preventing people from being drawn into terrorism

From 1 July 2015 BGPS became subject to a duty under section 26 of the Counter-Terrorism and Security Act 2016. The essence of which is that in the exercise of the school's functions it must have due regard to the need to prevent people (pupils, parents, siblings, staff, volunteers, governors and other key stakeholders) from being drawn into terrorism.

In order for BGPS to fulfil its Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Protecting children from the risk of radicalisation, as mentioned before, is a part of the wider safeguarding duties and no different from protecting children from other forms of harm and abuse. At BGPS, we can build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. This should be done as part of the P4C during opportunities created during the course of teaching on an on-going basis. The school has conducted a risk assessment which is available to all staff in the shared drive. Below is some useful information to which all staff should be familiar.

#### **In our school, we provide a wide range of support and guidance with the aim to:**

- understand how an extremist narrative, which can lead to harm, can be challenged by staff in schools; and to model to pupils how diverse views can be heard, analysed and challenged in a way which 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 to understand how to manage risks within the school;
- understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;
- increase the resilience of pupils and of the school community by helping pupils to acquire skills and knowledge to challenge extremist views, and by promoting an ethos and values that promote respect for others, and;
- use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. Radicalisation of young people can be compared to grooming for sexual exploitation.

"Safeguarding vulnerable people from radicalisation is no different from safeguarding them from other forms of harm." Home Office – The Prevent Strategy.

#### **Why might a young person be drawn towards extremist ideology?**

A decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging;
- may be driven by the desire for 'adventure' and excitement;
- may be driven by a desire to enhance the self-esteem of the individual and promote their 'street cred';
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support, and;
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination.

#### **Recognising Extremism - early indicators 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-proscribed extremist groups such as the 'English Defence League'.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online; therefore, young people's involvement with particular groups may not be apparent through their social presentation.)

#### **Reporting**

In the first instance, report any concerns to the Designated Safeguarding Lead to deal with the concerns about a child being involved in, drawn into, or susceptible to violent extremism, the DSL will follow the referral route described below.

- Talk to the family and other professionals working with the young person about the concerns and get their views. (If the family is implicated in potential extremism contact will be made to MASH).
- Seek consent to complete a EHA<sup>7</sup> and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
- Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a programme of support.
- If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to MASH
- 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.

### **Interventions for individuals**

The school may implement a number of strategies to support individuals, such as:

- Increased adult support, supervision and encouragement
- Positive buddying programmes
- Positive activities in and out of school
- Behaviour support / anger management programmes
- Attendance support
- 1 to 1 or group counselling (Place 2 Be)
- Parenting programmes with a Preventing Violent Extremism element
- Links with relevant voluntary or religious organisations
- Advice on cyber safety (for pupils and parents)

### **And referrals (usually through Early Help) for:**

- Family Therapy / CAMHS programmes
- Targeted Youth Support
- YISP crime prevention programmes
- Police Prevent team support
- Specialised theological / educational programmes
- Intensive Family Support Programmes

### **Prevention**

The school seeks to prevent extremism through its curriculum and other activities. These include:

- Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies.
- Open discussion and debate of issues and the law in a supportive environment.
- Critical appraisal of sources /internet resilience /identifying propaganda – relevant for all subjects but especially when using the internet for research
- Citizenship programmes – British Values
- Anti-bullying work including homophobia and violence against women
- Rewarding positive behaviour
- Pastoral and induction support
- Work on safety, risk and crime prevention
- Opportunities for channelling positive engagement e.g. charity work/fund-raising
- Positive in and out of school hours programmes, including holiday programmes
- Parenting programmes to ensure consistent messages between home and school

### **Internet Security**

Generally, what is good practice for safeguarding in other fields is good practice for safeguarding against extremism. Two main factors impact upon online safeguarding – these are user behaviour and network security. The school enforces an Acceptable Use Policy, which includes provisions such as preventing access to private email on the network, ensuring web connected computers are in public areas, and monitoring browsing history. There is also, as always, a need to ensure that everyone knows what to do should they become concerned about something they find, or contact they receive, online. The school has a robust filtering system in place, both at a school and service provider level. The school uses the London Grid for Learning. This has several layers of filtering:

---

<sup>7</sup> Early Help Assessment

- There is a global list of filtered sites that is determined by the Internet Watch Foundation, followed by a pan-London layer, also in compliance with the Internet Watch Foundation, applied across the capital by Igfl (London Grid for Learning).
- There is a Local Authority layer (administered in Tower Hamlets) where additional bespoke filtering for the borough can be applied, such as key words and URLs.
- There is a school layer. This gives the school the ability to request that specific URLs should be blocked (or unblocked), or to add key words to the proscribed list.

The school has the right to amend its filtering settings. The Subject Leader for computing and IT technician have the necessary access rights, and they also receive training from Igfl.

### **Visitors and the Use of School Premises & Facilities**

- The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities.
- Appropriate checks will take place for all visitors (e.g. by searching for the person or company on the internet).
- Visitors agree to uphold the values and policies of the school when signing in.

The Office Manager is responsible for implementing the above.

### **School Governors**

Governors are responsible for ensuring Prevent issues are being addressed through the curriculum and that the safeguarding policy reflects vulnerability to radicalisation. The school will report on these to the Governing Body and the lead Governor for Safeguarding.

### **Tower Hamlets Early Help Hub**

The Early Help Hub works with families or young people who would like some extra support to deal with a difficult situation. Getting help early can stop things from getting worse and becoming harder to manage.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for Early Help for a child who:

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

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

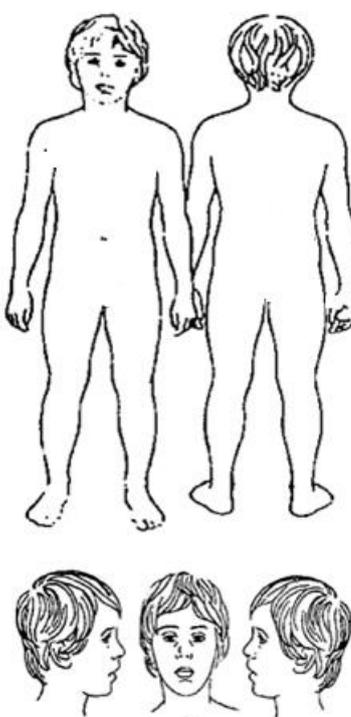
If a child has been receiving Early Help support from the school and other agencies and there is no improvement in the child's outcomes, then the DSL must refer the child to Children's Social Care.

## Appendix 2 – Child Protection Record of Concern

Please use this sheet to report your concerns to the Designated Person for child protection when CPOMs is not available. CPOMs is the preferred way of reporting at Bigland Green.

### PRIVATE & CONFIDENTIAL

**Part 1:** to be completed by the person reporting the concern or the allegation

Child's full name:			
Date of birth		Class	
Record the allegation in child's own words or provide details of your concern – please be clear, precise and factual (use additional sheet if required)			
			
Name of staff		Signature	Date

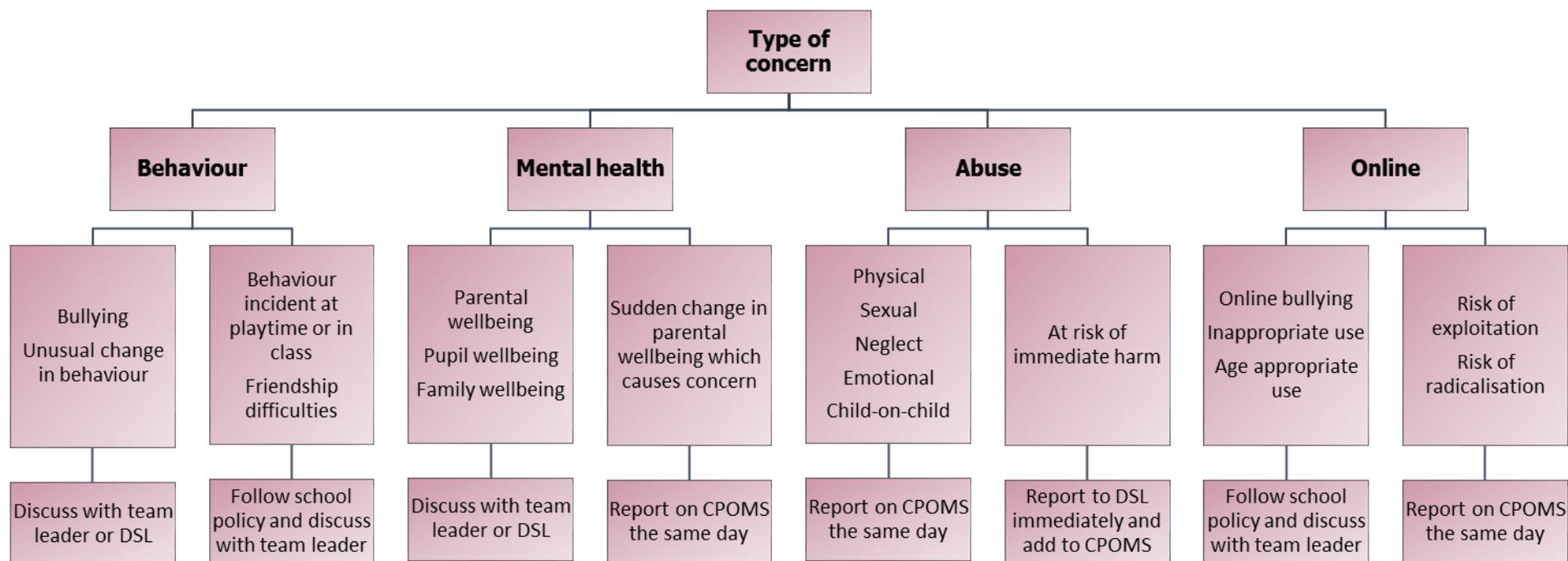
**Part B:** to be completed by the Designated Person

Actions taken & outcome			
Name of staff		Signature	Date

### Appendix 3: Reporting of **allegations against staff members** or governors

An allegation against a member of staff (other than the headteacher)	Report to the DSL or the headteacher If DSL/headteacher is not available then report to a member of the SLT
An allegation against the headteacher	Report to the Safeguarding Governor (who is also the Chair of the governing body) If the Safeguarding Governor is not available then report to the LADO
An allegation against a governor	Report to the Safeguarding Governor (who is also the Chair of the governing body) If the allegation is about the Safeguarding Governor then report to the LADO.

### Appendix 4: CPOM reporting guide for Bigland Green Primary School



## Appendix 5

# Types of abuse and their symptoms

### Physical Abuse

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

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>▪ Unexplained injuries – bruises /abrasions /lacerations</li> <li>▪ The account of the accident may be vague or may vary from one telling to another.</li> <li>▪ Unexplained burns</li> <li>▪ Regular occurrence of unexplained injuries</li> </ul> <p>Most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.</p>	<ul style="list-style-type: none"> <li>▪ Withdrawn or aggressive behavioural extremes</li> <li>▪ Uncomfortable with physical contact</li> <li>▪ Seems afraid to go home</li> <li>▪ Complains of soreness or moves uncomfortably</li> <li>▪ Wears clothing inappropriate for the weather, in order to cover body.</li> <li>▪ The interaction between the child and its carer</li> </ul>

### Neglect

Neglect is 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 involve a parent failing to:

- Provide adequate food, clothing and shelter or protect a child from physical and emotional harm/danger
- Ensure adequate supervision (including the use of inadequate care-givers); and access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>▪ Unattended medical need; Underweight or obesity</li> <li>▪ Recurrent infection; Unkempt dirty appearance</li> <li>▪ Smelly, inadequate /unwashed clothes</li> <li>▪ Consistent lack of supervision; consistent hunger</li> <li>▪ Inappropriately dressed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Poor social relationships; indiscriminate friendliness</li> <li>▪ Poor concentration; low self-esteem</li> <li>▪ Regularly displays fatigue or lethargic; frequently falls asleep in class</li> <li>▪ Frequent unexplained absences</li> </ul>

### Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to children that they are worthless or unloved, inadequate, or not valued;
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction;
- Seeing or hearing the ill-treatment of another; serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children; exploiting and corrupting children.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>▪ Poor attachment relationship, unresponsive/ neglectful behaviour towards the child's emotional needs</li> <li>▪ Persistent negative comments about the child,</li> <li>▪ Inappropriate or inconsistent expectations, Self-harm</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low self-esteem, unhappiness, anxiety, withdrawn, insecure, attention seeking, passive or aggressive behavioural extremes</li> </ul>

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. Sexual abuse includes non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> <li>▪ Sign of blood / discharge on the child' underclothing</li> <li>▪ Awkwardness in walking/sitting; pain or itching – genital area; bruising, scratching, bites on the inner thighs/external genitalia.</li> <li>▪ Self-harm; sudden weight loss or gain.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sexually proactive behaviour or knowledge that is incompatible with the child's age &amp; understanding.</li> <li>▪ Drawings &amp; or written work that is sexually explicit</li> <li>▪ Self-harm/suicide attempts; running away</li> <li>▪ Substance abuse; significant devaluing of self</li> </ul>

---

## Appendix 6

### Specific topics

Schools/settings need to be alert to the possible signs and symptoms of all forms of abuse. In “Keeping children safe in education: Statutory guidance for schools and colleges – 1 September 2022” (DfE, Sept 2020) detailed information is provided by the DfE in Annexe A & B relating to:

- Child sexual exploitation
- Child criminal exploitation including county lines
- Serious youth violence
- Online harms
- So-called honour based abuse including FGM and forced marriage
- Radicalisation and extremism
- Child-on-child abuse
- Child-on-child sexual violence and sexual harassment
- Youth produced sexual imagery
- Bullying (including cyberbullying)
- Homelessness
- Children and the court system
- Children with family members in prison
- Private fostering
- Young carers
- Child abduction and community safety incidents
- Modern slavery

Some of these are given below with brief guidance. For more detailed guidance please follow the links provided.

#### Child-on-child abuse

Staff must be aware that children may be harmed by other children. Child-on-child abuse can happen both inside and outside of school including online. It is important that all staff recognise the indicators and signs of child-on-child abuse. Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child’s human rights. Abuse is abuse and will never be dismissed as ‘banter’ or ‘part of growing up’. The school adopts a Zero Tolerance Approach to child-on-child abuse. All staff should recognise that even though there are no reported cases of child-on-child abuse among pupils, such abuse may still be taking place and that it is simply not being reported. Staff should be aware that it is more likely that boys will be perpetrators of child-on-child abuse and girls will be victims of child-on-child abuse. However, all forms of child-on-child abuse are unacceptable and will not be tolerated at the school. Staff should recognise that child-on-child abuse can take many forms and may be facilitated by technology, including:

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

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

We have the following procedures in place to minimise the risk of child-on-child abuse:

- Safeguarding training for staff
- We address child-on-child abuse through our curriculum, in line with Relationships Education, Sex and Relationships Education and Health Education guidance

Allegations of child-on-child abuse will be recorded on CPOMS and investigated by the DSL and if necessary referred to MASH. Victims, perpetrators and other children affected by child-on-child abuse will be supported by the designated safeguarding leads, SENCo, learning mentor and appropriately trained class staff.

### **Female Genital Mutilation (FGM)**

Some girls are at risk from FGM from parents/ carers who believe this will be in the best interests of the child. In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003. 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. 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. 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.

Staff should be aware of the following signs that may indicate a girl is at risk of being taken for FGM:

- Disclosure from a girl stating she is going to have a 'special operation';
- Planned withdrawal from school to a country where FGM is prevalent;
- Withdrawal from sessions where FGM is discussed.

Staff should also be aware of signs that a girl may have already suffered FGM.

- Prolonged absence from school
- Increased bladder infections, urinary, menstrual or stomach problems
- Disclosure from a girl that she has been subject to FGM

Staff should be aware that FGM is illegal and as such must report any concerns immediately as it may involve a police investigation. For more guidance please refer to 'Female Genital Mutilation: Multi-agency practice guidelines'

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

### **Harmful Sexual Behaviours**

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

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

Reports of child-on-child sexual violence and sexual harassment must be brought to the attention of the DSL and records will be kept on CPOMS. The DSL has had appropriate training and may create a risk assessment and seek advice from relevant agencies to support the victim and perpetrator.

### **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. It can be difficult to detect signs of trafficking, especially if the victims of trafficking have been coerced into concealing the true nature of their situation. However, staff may notice:

- signs of neglect;
- poorly explained absences;
- inconsistency in terms of adults who are responsible for the child.

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

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

For a more detailed description of signs and symptoms, staff can visit <http://www.londonscb.gov.uk/trafficking/>

### **Child Sexual Exploitation (CSE)**

Some children are at risk of being exploited sexually by a range of adults who appear to care for them. Staff should report any concerns where a child:

- has new possessions or unexplained gifts;
- talks about having older boyfriends or girlfriends;
- has mood swings or changes in emotional well-being;
- displays inappropriate sexualised behaviour.

For more information on CSE, please refer to 'What to do if you suspect a child is being sexually exploited' [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/279511/step\\_by\\_step\\_guide.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf)

### **Domestic violence and violence against women and girls**

The definition of 'domestic violence and abuse' was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The definition from the Home Office is as follows: "Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional."

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males, and assumptions should not be made based on the gender of perpetrators of domestic abuse. For more support please consult: 'Domestic violence and abuse': <https://www.gov.uk/domestic-violence-and-abuse>

### **Online harm (use of ICT, the Internet, mobile technology and Social Media)**

The school has an Online Safety policy which includes guidance for all pupils in relation to Online Safety and using the internet and social media. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the designated child protection person will take advice from the Duty Advice Line on how to proceed with regards to talking to parents/ carers about Online Safety.

In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report any concerns in a timely way so that advice and support can be sought. For more guidance please follow the link to Child Exploitation and Online Protection Agency (CEOP). <http://ceop.police.uk/>

### **Forced marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (for example, shame and coercion). Financial abuse can also be a factor. Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that

older siblings or parents are at risk. Staff should report any concerns so that the authorities can be made aware of the possibility of this form of abuse. For more information, please see: 'Forced marriage'

<https://www.gov.uk/forced-marriage>

### **Involvement in gangs**

Involvement in gangs can lead to children and young people to become involved in crime; they may also become subject to exploitation in a range of ways. Consequently, it is important that schools teach children how to be assertive and to recognise the dangers of becoming involved in gangs. Identifying children with issues related to negative behaviour and providing mentoring support is highly effective in preventing problems in the future. Staff should report any concerns they have about a child's involvement in gangs as soon as possible so that the young person can be offered support and protection. For more information, see: 'Addressing Youth Violence and Gangs'

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/226293/Advice\\_to\\_Schools\\_and\\_Colleges\\_on\\_Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)

### **Drugs**

There is a clear drugs policy in place to guide staff what to do in the event of a drug related incident. Staff should report any drug-related incident in the usual way and the member of staff responsible for drug-related incidents will follow policy guidance. For more information on Drugs Policy and guidance for school staff see:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/270169/drug\\_advice\\_for\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf)

### **Faith Abuse**

Belief in witchcraft, spirit possession and other forms of the supernatural can lead to children being abused. Fear of the supernatural is also known to be used to make children comply with being trafficked for domestic slavery or sexual exploitation. Where staff have concerns about a child who may be subject to this form of abuse they should report it to a Designated Child Protection Officer. For more information see 'Tackling Child Abuse linked to Faith or Belief':

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuselinked-to-faith-or-belief>

### **Mental Health**

There are some children who experience mental health issues or have parents/ carers who have mental health issues. At times these issues may not have been shared explicitly and a child may be vulnerable if the appropriate support is not in place to ensure his/her safety. All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have concerns related to a parent or carer's mental health or a child's mental health, they should report it to a Designated Safeguarding Lead. In this way plans can be implemented to support all involved through starting a EHA with the family and involving appropriate external agencies.

### **Children with SEND**

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

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

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