Child Protection and Safeguarding Policy for Mulberry Wood Wharf Primary School

Approval Body:	Mulberry Schools Trust
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Review Date:	March 2023
Policy Version:	1

Version Control

Version	Reviewed	Changes since last version
1	June 2022	• New policy

This policy has been adopted by the Mulberry Schools Trust and will be applied to Mulberry Wood Wharf Primary School. All schools within the Trust are required by the DfE to have their own Child Protection and Safeguarding Policy.

1. Introduction

This policy has been developed to ensure that all adults in Mulberry Wood Wharf Primary School are working together to safeguard and promote the welfare of children and young people. It describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. The policy identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views. All opinions or behaviours which are contrary to the values and the ethos of the school will be vigorously challenged. The procedures stated within this child protection policy apply to all staff, volunteers and governors and Trustees. Thus policy has been written in accordance with Keeping Children Safe in Education 2021 Tower Hamlets Safeguarding Children Partnership Supplementary Guidance (THSCP) and Mulberry Schools Trust policies and practice.

For the safeguarding procedures to work, it relies on the commitment and expertise of every adult within school to be able to recognise or report concerns. Therefore, we aim to have a school where:
- There is a belief that 'it could happen here'.
- There are clear procedures for reporting concerns.
- There is a commitment to take action in relation to concerns raised.
- There is a set of standards for professional conduct.
- Child protection is part of induction training.
- There is an ongoing culture of vigilance.

The school aims to develop an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and listen.

2. Legislation and Statutory Guidance

This policy should be read alongside other school policies, legislation and other statutory guidance:

- Staff Code of Conduct
- Safer Recruitment policy
- Behaviour Policy
- Online Safety Policy
- Complaints Policy
- Staff Handbook
- Allegations about staff policy

- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Statutory guidance on the Prevent duty, which explains schools' duties under the CounterTerrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage
- This policy complies with our funding agreement and articles of association

Whilst we are a Multi Academy Trust, we work in close partnership with Tower Hamlets. We follow the Tower Hamlets Safeguarding Children Partnership Supplementary Safeguarding Guidance (THSCP) which has also informed this policy. The key guidance is:

- 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

This Child Protection and Safeguarding Policy will be on the school website and on MS Teams, under 'Policies'. It will also be included in the Staff Handbook annually.

This Child Protection and Safeguarding Policy will be reviewed annually unless there is an incident, new legislation or guidance calls for the need of a review.

3. 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 Mulberry Wood Wharf Primary School.

4. Purpose of the 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.

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

In accordance with the statutory requirement the named member of the Local Governing Body who takes leadership responsibility for safeguarding at the school is TBC and they are referred to as the Safeguarding Link Governor.

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 (DSL) takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis.

Designated Safeguarding Lead: TBC

If the designated safeguarding lead is not available, please contact the Deputy Designated Safeguarding Lead.

In the first year of opening, Mulberry Wood Wharf Primary School staff will liaise closely the DSL at Mulberry School for Girls and will attend the Trust's DSL meetings.

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 should report their concerns directly to the DSL preferably verbally and the DSL will record

on the school system. Staff may be asked to record their concerns in writing as additional information or should Email if no DSL are available. The DSL will follow up the concerns which may involve seeking advice or support from outside organisations.

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.

Where possible, children with SEND needs are included in all PSHE lessons with adaptations and differentiation to their need. The use of resources such as social stories

are used to teach children about consent and appropriate and inappropriate touch. A bespoke RSE curriculum is made for those children who are working well below their peers.

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 will be informed, when necessary, that a child has a social worker. Staff should report any concerns to the DSL as normal. Concerns may regarding changes in behaviour, attitude of presentation of the child. Staff may be asked for additional information about the child to inform meetings with social workers and to feedback any progress.

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.

Classteachers and adults should be aware of children's mental health on a day-to-day basis offering praise and support both of achievement, learning behaviours and resilience. If an adult is concerned about a child's mental health, they should refer to the DSL who may liaise with the PSHE and well-being lead to discuss possible support and interventions. Early Help referrals made be made to include outside organisations or, if needed, referrals to social services via MASH.

Children and school staff can refer to the school council team for in school support as well as to the learning mentor. School promote good mental health in school by using mindfulness exercises in PSHE lessons; promoting and educating good physical and mental

health strategies in PSHE lessons; through celebration of Children's Mental Health Week; by running a mindfulness workshop in Year 5 and by access to a trained school councillor. Some children may be referred to the school's play therapist if there are ongoing concerns.

11. Looked After Children and previously 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.

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 disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.

For some disabled children, their dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour. Some children may also have an impaired capacity to resist or avoid abuse.

Looked After Disabled Children may be particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical care needs.

Further information on safeguarding 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.

Staff should be vigilant when working with children with SEND needs to be aware that they are may not, or be unable to report any abuse. Staff should ensure that they are aware of any changes in children's behaviour, attitude or physical presentation.

Children who are preverbal are particularly at risk and all staff should be advocates of these children. Staff are trained in intimate care where necessary and The Intimate Care Policy should be read alongside this policy. Any concerns for children with SEND should be reported to the DSL. The DSL may choose to seek the support of the SEND lead.

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.

If a child is absent from school, the school office will call the parents to find out why. The reason will be noted on the system. If the parents do not answer the call, this will be recorded. The school will try other emergency numbers if no contact has been made on the second day of absence. If there has been no contact from the parents after three days, a home visit will be made by the parent support worker and a member of SLT. If no contact can be made, the police will be called and a Child Missing in Education report filed. If a child is absent on the last day of term, school will call other emergency contacts and make a home visit if this is deemed necessary. If the child has a designated social worker, the social worker will be informed of the absence.

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

The school will prioritise all students who are vulnerable, SEND or Looked After for a home visit absent as a matter of urgency.

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 Trust's Whistleblowing policy is available on the Trust and school website.
Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available including:

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

16. Allegations against staff and 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 Trust'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

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 Trust's Staff Code of Conduct.

17. Staff Training

Staff are trained every year at the start of the academic year by the school's DSL as recommended. Staff who were absent from this training will have a safeguarding session with the DSL who will go through any documents related to the training. If necessary staff can be booked to go on LA training.

Staff must acknowledge and sign to certify that they have read and understood any reviewed or new policies. This includes Keeping Child Safe in Education 2021. This is collated through google forms. If staff have questions or do not understand any parts of the policies then they must indicate this on the form so that the DSL can follow this up an offer relevant training.

The DSL and deputy DSL must attend regular training sessions with the Local Authority to ensure their designated roles are up to date.

Safeguarding features on the weekly briefing agenda for all staff. If staff are absent then they must read the briefing notes.

Supply staff and visitors are provided with the visitor handbook on arrival, they must read and sign it to say that they have understood the safeguarding procedures in school.

All policies and updated documents can be located on the Trust and School website as well as on MS Teams.

18. Visitors

Please read the School's visitors policy.

All visitors to the school are asked to bring formal identification, e.g. photo documentation such as passport or driving licence, with them at the time of their visit They must follow the procedure below:

- Once on site, all visitors must report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign in using the online Visitor's Record Book which is situated in reception making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge / lanyard which must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List

19. Extended School and Off Site Arrangements

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 are expected to sign an "External Speakers Policy" to ensure that they uphold the values and policies of the school.

Extended and off-site activities are subject to a risk assessment and the school's child protection policy and procedures apply to this. The school will also follow the Trust's Trips and Visits policy. Organisations will be asked for their risk assessments to ensure that they are in line with the school's Child Protection Policy. All risk assessments must be signed by SLT before the children leave the school.

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. 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 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.
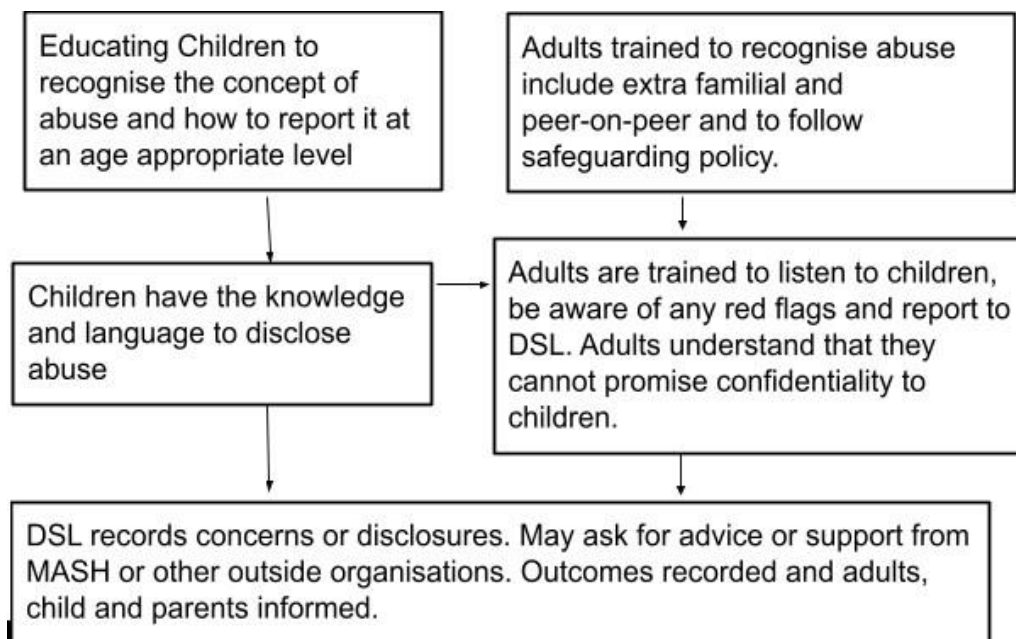
The school is aware of the borough's [LBTH Neglect Guidance](#) toolkit and all staff should understand their important frontline role in identifying children who may be suffering from Neglect.

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.

We are a Rights Respecting School and children are made aware of their rights and how their rights protect them. The curriculum includes education children about reporting incidents as well as recognising that sometimes things will happen that violate their rights. There are particular lessons or units focused on this e.g. anti-bullying week, Safer Internet Day, Celebrating Difference and Changing Me in PSHE but safeguarding is an integral part of our day to day practise. Children are taught to talk to a trusted adults about when they are worried or concerned.

Children know that the school has an open door policy and they can approach any adults. SLT are usually available at break and lunch times if children wish to report anything. Children can also ask for support through the worry boxes in the school. These are checked weekly by the school councillor and any safeguarding concerns reported to the DSL. Children are advised that these boxes should not be used for urgent matters and know they are only opened by the school councillor.

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┌─────────────────────────┐         ┌─────────────────────────┐
│ Educating Children to   │         │ Adults trained to       │
│ recognise the concept of│         │ recognise abuse         │
│ abuse and how to report │         │ include extra familial  │
│ it at an age appropriate│         │ and peer-on-peer and to │
│ level                   │         │ follow safeguarding     │
└─────────────────────────┘         │ policy.                 │
             │                      └─────────────────────────┘
             ▼                                   │
┌─────────────────────────┐         ┌────────────▼────────────┐
│ Children have the       │────────▶│ Adults are trained to   │
│ knowledge and language  │         │ listen to children,     │
│ to disclose abuse       │         │ be aware of any red     │
│                         │         │ flags and report to DSL.│
│                         │         │ Adults understand that  │
│                         │         │ they cannot promise     │
│                         │         │ confidentiality to      │
│                         │         │ children.               │
└─────────────────────────┘         └─────────────────────────┘
             │                                   │
             ▼                                   ▼
┌──────────────────────────────────────────────────────────────┐
│ DSL records concerns or disclosures. May ask for advice or    │
│ support from MASH or other outside organisations. Outcomes    │
│ recorded and adults, child and parents informed.              │
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Safeguarding Issues

23. 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

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- 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.

Children are taught about consent and private body areas and appropriate and inappropriate touch through our PSHE curriculum.

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

24. Child Criminal Exploitation including County lines

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

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

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

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

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

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

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

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

Many of the indicators of children involved in County Lines are as described above under CCE. However, in addition they can include children who:
- go missing from education and/or home and subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing

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

25. 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.

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

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are

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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.

Children will only use the internet when supervised in school with clear guidance of which website they are using. Adults will remain vigilant and alert during lessons to ensure that children are accessing the sites appropriately. The school uses internet filters via the server to limit sites that the children have access to. Pupil use of Google Images is prohibited and adults should remain alert to children accessing images while on the computer. Pupil log-ins do not have access Youtube in school although school adults can. It is the duty of the adult to have fully checked any videos shown on Youtube to the children.

During Online Remote Learning children have access to a MS Teams account which is individual to themselves. Only users with Mulberry Wood Wharf accounts can access the classrooms. Parents who are having difficulty logging their child onto their classroom are able to contact the school during school hours for support.
When staff are offering live lessons, they should ensure that they have nothing of a personal nature in the background; be alone in the room (where possible) or use headphones to offer confidentiality to pupils and ensure they are using school approved platforms for live lessons and meetings.

No member of staff should be in a meeting alone. If children are in a 1:1 online session with a school adult their parent must be sitting next to the children and engaging with them throughout. Please see the Remote Learning Policy for more information.

Children will be registered at the beginning of all lessons. The expectation is for the camera to be on, although school understands that bandwidth does not always allow this. Children are expected to be actively involved in all online learning.
If an adult notices that a child has not been seen during online learning for more than two days, they will notify the parent support worker or SLT who will call the parents to find out why the child is absent.

The school will also make weekly or bi-weekly contact with some key families to check-in and offer additional support and guidance as needed.

Staff in school should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. This includes social networking sites such as Instagram and Facebook and blogging even if a pupil seeks to establish social contact, or if this occurs coincidentally the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the member of staff in a vulnerable position.

School staff needs to be aware and understand that disciplinary action could be taken if any comments on Twitter, Facebook etc should "be found to lower the reputation of the organisation, staff or customer".

Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management. For more information see the Trust's Staff Code of Conduct.

The 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.
Use of mobile phones is not permitted by staff who are in contact or sight of children.
Please read the schools 'Safer Code of Conduct'. Personal phones must be locked away during school hours and must not be used to take photographs of any school events.
Please read the Trust's Privacy and GDPR Policy.

Parents must give permission for photographs to be shared in school, on the website, in the newsletter and in external publications. Parents have the right to withdraw their consent at any time.

Please read the Online Safety Policy and the school's Acceptable Use Agreement for staff and pupils for more information.

The safety of pupils online is paramount. School will monitor and adapt it's advice, systems and communication with stakeholders as needed. Staff will be trained in and aware of online safety.

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.

27. 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'.

The 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.

28. So –called Honour- Based Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA 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 HBA, or already having suffered HBA.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Forced marriage is where one or both people do not or cannot consent to the marriage, and pressure or abuse if used to force them into the marriage. It is a illegal in the UK and must be reported to social services and, if there is immediate risk, the police. Breast ironing is where place flattening is carried out on young pubescent girls by massaging, pounding or using hard or heated objects to delay or stop the development of breasts entirely. It is a form of physical abuse and professionals must act and make a referral to children's social care.

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

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

In England, Wales and Northern Ireland, FGM is a criminal offence under the Female Genital Mutilation Act 2003. (HM Government Multi-Agency Statutory Guidance on FGM, Updated 30th July 2020)

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

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.(See Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines)

29. 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).

The school provides advice and support to members of staff on protecting children from the risk of radicalisation. As of 1 July 2015, all schools have a legal duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This is known as the Prevent duty. Further advice on schools' duties is available here:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Since 2012, it has been required by law that teachers should not "undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs."

The Prevent duty is characterised by four key themes:
- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

At Mulberry Wood Wharf Primary School, there are five key values help us to deter violent extremism. We aim:

Staff receive training to support their understanding of:
- 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.
- to 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;
- to understanding how to support individuals who are vulnerable, through strategies to support, challenge and protect;
- to 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;
- to use teaching styles and curriculum opportunities which allow grievances to be aired, explored and which demonstrate the roles of conflict resolution and active citizenship.

Pupils are taught about British Values through the curriculum, enrichment activities and through UNICEF Rights of the Child.

Exposing children to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or participate in an act of violence. The processes by which young people can be radicalised are often comparable 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
The overall role of schools in safeguarding children is set out in the Government's statutory guidance, *KCSIE21*.

For more information read the Prevent Duty Guidance (link available here)
[Statutory guidance on the Prevent duty](), which explains schools' duties under the
Counter-Terrorism and Security Act 2015 with respect to protecting people from
the risk of radicalisation and extremism. Paragraphs 57-76 pertain to schools.
InLBTH 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.

30. 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 ti 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.

Guidance on this topic is given in the *London Child Protection Procedures* (5th edition, 2014): see http://www.londoncp.co.uk/chapters/ch_harm_others.html.

These guidelines can be used to inform the identification of, and initial response to, abuse:

Professionals must base their decision on whether behaviour directed at another child should be categorised as harmful or not on the circumstances of each case. It will be helpful to consider the following factors:

- The relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive);
- Whether the alleged abuser is supported or joined by other children
- A differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of the victim);
- The actual behaviour (both physical and verbal factors must be considered);
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation;
- The degree of physical aggression, intimidation or bribery;
- The victim's experience of the behaviour and the impact it is having on their routines and lifestyle;
- Attempts to ensure secrecy;
- Duration and frequency of behaviour.

All professionals should make a referral to LA children's social care in line with Referral and Assessment Procedure when there is a suspicion or an allegation of a child:

- Having been seriously physically abused or being likely to seriously physically abuse another child or an adult;
- Having been seriously emotionally abused or being likely to seriously emotionally abuse another child or an adult;
- Having harmed another child or an adult.

In order to minimise the risk of Peer on Peer Abuse, children at Mulberry Wood Wharf receive a curriculum that supports their understanding of what bullying and other forms of abuse is through the PSHE curriculum in particular in the 'Celebrating Difference' and 'Changing Me' units as well as anti-bullying week.

The School Behaviour Policy outlines the sanctions for peer-on-peer abuse. Children are reminded of the policy at the beginning of the academic year as part of the induction and transition programme and are reminded of during the school year in assemblies, PSHE lessons and Circle Time.

Children are monitored directly by school adults for most of the school e.g. when in classrooms, playground, dining room and adults are to remain vigilant about reported or suspected cases of abuse. If there was a suspected or reported case of abuse all adults who come into contact with the child/children involved will be informed and asked to report to the DSL.

Children are reminded and encouraged to talk to any trusted adult and school listens and takes the concerns of parents seriously.

If the incident can be dealt with in school:

All adult may deal with a behaviour incidents and it is expected they will consistently follow the behaviour policy. However if an incident is considered to be a level 3 incident a member of SLT will investigate by speaking to the victim and perpetrator and witnesses. The member of SLT will then decide on a suitable course of action. The victim and perpetrators parents will be informed and so will the adults in contact with the children. The situation may be monitored for an allotted period of time. The victim and perpetrator will both be spoken to during the monitoring period. Children may work with the learning mentor or other staff to support them after the incident.
If the incident is deemed serious:

The DSL will be informed and social services will be contacted. The DSL will take advice from the MASH team and a referral made be made. Parents of the victim and perpetrator will be contacted unless it is deemed that the child/children will be at risk.
All allegations of peer on peer abuse are recorded on an incident form which is available on the shared area. The incident form allows for the recording of the incident and the outcomes and follow up. This should be submitted to the DSL. Incidents are recorded in children's files and a chronology may be kept. Level 3 'Stop, Think and Go' sheets completed by the perpetrator are also filled.

31. 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 and outside of school. 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 up skirts. 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:
  o children under the age of 13 can never consent to any sexual activity;
  o the age of consent is 16
  o 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

The school will seek to identify the most appropriate pathway for dealing with alleged sexualised behaviour, including:
- Managing the matter internally;
- Providing early help;
- Referring the matter to Social Care;
- Referring the matter to the Police.

Note that 'where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.'

A report of peer on peer sexual violence and harassment should be made immediately to the DSL and SLT. The victim should be made to feel supported, safe and being taken seriously. The DSL will investigate the incident which may include talking to witnesses as well as the victim and alleged perpetrator. The victim's and perpetrator's parents will be informed. The victim and perpetrator will be kept separate until a risk assessment has been made. Due to Canon Barnett being a one form entry school it may not be possible to separate the children so alternative provision may be needed if it is felt the children need to be separated. It is important to remember that the allegation could be false. In which
case it will necessary to consider why the child reported the falsified incident and further support may be needed,

The victim and perpetrator will both be monitored by designated adults and parents will be encouraged to liaise with school if appropriate. Outside organisations may referred to for support and resources are available in with Keeping Children Safe in Education 2021 Part 5.

It is recognised that the incidents may leave the victim and the perpetrator traumatised the incident is likely to form the basis of ongoing support and it may be necessary to pass information about the incident on to secondary schools.

32. 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 publicly shame. Such images can be shared via web pages and social media accounts called 'Bait Out' pages/accounts.

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

When handling 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.

Any reports of Youth Produced Sexual Imagery should be immediately referred to the DSL. The victim should be made to feel supported, safe and being taken seriously. The DSL will speak to the children, parents, MASH and most likely the police about the images. More information is available in UKCIS's non-statutory guidance, Sharing *Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020.*

33. Bullying

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Peer on Peer Abuse Policy.

Please see the school's behaviour policy and anti-bullying policy that is reviewed every two years and shared with governors. Consultations with staff, pupils and parents are held to influence the policy. The school has an online safety policy. The policies are all available the school's website

34. 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.

Any information relating to a child being at risk of or being homeless should be reported to the DSL. MASH will be informed and the local housing team will be informed. More information can be found in Keeping Children Safe in Education Annexe B.

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.

35. 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 (https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-1 1-year-olds) and 12-17 year olds https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-1 7-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.
The school will work with parents and carers to support children who are involved in the court system and adults who have contact with the child will be made aware if needed.

36. Children with family members in prison

Children will family members in prison 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.

Link available here: https://www.nicco.org.uk/

37. Private Fostering

Private fostering is when Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

If you become aware that a child is being privately fostered, please notify a child protection officer. They will then notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child.

38. Young Carers

Young carers are 'children who help look after a member of the family who is sick, disabled or has mental health problems, or is misusing drugs or alcohol. Their day to day responsibilities often include cooking, cleaning, shopping, providing nursing and personal care, and giving emotional support'. (From www.barnardos.org.uk) Many bilingual children also have interpreting responsibilities for monolingual parents and carers with health issues – attending appointments at the hospital, for example.

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

39. 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.

40. 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.

41. Taking Safeguarding Action

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

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

42. Early Help

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

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.

The school has designated leads who are trained in completing EHA. The school has contact with local children's centres who can also complete EHA assessments with families.

The school has termly highlighting meetings to discuss pupils who are vulnerable to ensure that chronologies are shared with the relevant staff on a need to know basis and that provision in school is reviewed to ensure it is having an impact on the pupils needs/families needs. The vulnerable highlighting meeting is led by the deputy safeguarding lead, other attendees include: the learning mentor, parent support worker, educational psychologist, school counsellor/play therapists.

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.

43. Handling Disclosures

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.

The school will take advice from the MASH team about whether to inform the parents about the disclosure they have made.

44. Confidentiality and Sharing Information

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff 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.

In most cases parents and carers will be asked for their consent to share information with other organisations however it may not be possible to gain consent if the child would be put at further risk.

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 Privacy and GDPR Policy.
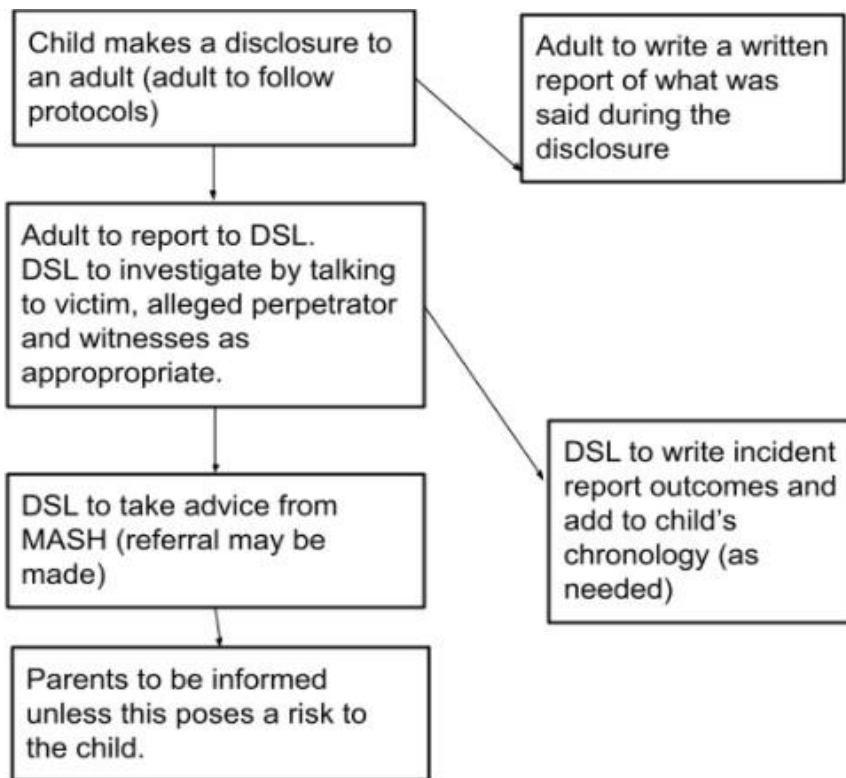
45. Referring to Children's Social Care

The DSL will make a referral to children's social care applying the LBTH Threshold Guidance if it is believed that a pupil is suffering or is at risk of suffering significant harm, or the child is considered to be in need, that is a child who is unlikely to achieve or maintain a

reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services.

LBTH Multi-Agency Safeguarding Hub:
020 7364 5006 (Option 3) 020 7364 5601/5606
Child Protection Advice Line:
020 7364 3444

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

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

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┌──────────────────────────┐          ┌──────────────────────────┐
│ Child makes a disclosure │          │ Adult to write a written │
│ to an adult (adult to    │─────────▶│ report of what was said  │
│ follow protocols)        │          │ during the disclosure    │
└──────────────────────────┘          └──────────────────────────┘
            │
            ▼
┌──────────────────────────┐
│ Adult to report to DSL.  │
│ DSL to investigate by    │          ┌──────────────────────────┐
│ talking to victim,       │─────────▶│ DSL to write incident    │
│ alleged perpetrator and  │          │ report outcomes and add  │
│ witnesses as             │          │ to child's chronology    │
│ appropropriate.          │          │ (as needed)              │
└──────────────────────────┘          └──────────────────────────┘
            │
            ▼
┌──────────────────────────┐
│ DSL to take advice from  │
│ MASH (referral may be    │
│ made)                    │
└──────────────────────────┘
            │
            ▼
┌──────────────────────────┐
│ Parents to be informed   │
│ unless this poses a risk │
│ to the child.            │
└──────────────────────────┘
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46. Escalation Procedures

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

In accordance with the Tower Hamlets Threshold Guidance Appendix D the DSL will first make contact with the team manager followed by the service manager followed by the

divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference.