Tower Hamlets Education Safeguarding Service has provided this policy structure guide to assist schools when annually reviewing their Child Protection Policy in preparation for ratification by the Governing Body or Trustees. If schools decide to use this policy structure guide, then they should ensure that the resulting policy is individualised and tailored to the school setting. The responsibility remains with the Governing Body or Trustees to ensure that the school's Child Protection Policy is effective for their school setting.

CHILD PROTECTION POLICY STRUCTURE GUIDANCE

Date agreed: Pending - October 2024

Review Date: October 2025

September 2024

Structure Guide Colour Code

🟩	Updates for 2024/25
🟧	Sections for schools to complete
abc	Text that needs deleting

CONTENTS

At Harbinger, our values are 'Togetherness, Well-being and Learning'. These values underpin everything that we do at Harbinger. Our priority is to support and protect every child entrusted into our care.

Action taken to promote the welfare of children and protect them from harm is everyone's responsibility. 'Everyone who comes into contact with children and families has a role to play. To fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child. Keeping Children safe in Education, September 2024.

Harbinger is a vibrant school that serves a diverse population including all religions, faiths, cultures, family models and backgrounds. Staff working in our school cannot make assumptions based on their own experience of life to date. They must maintain an open mind whilst being vigilant to what is in the best interests of the child, and they must maintain an attitude of 'it could happen here' where safeguarding is concerned.

At Harbinger we recognise that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This policy has been developed to ensure that all adults in Harbinger School are working together to safeguard and promote the welfare of pupils. It describes the management systems and arrangements in place to create and maintain a safe learning environment for all Harbinger Primary School pupils and staff. It identifies actions that should be taken to address any concerns about pupil welfare.

The Designated Safeguarding Lead or, in their absence, the member of staff deputising for them, has the ultimate responsibility for safeguarding and promoting the welfare of pupils.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all the activities and functions of

Harbinger Primary School. Under the Education Act 2002 schools have a duty to safeguard and promote the welfare of their pupils. Procedures within the Safeguarding and Child Protection policy apply to all staff, including agency, volunteers and governors and have been written in accordance with guidance set out in:

• Keeping children safe in education, September 2024
• Tower Hamlets Safeguarding Children Partnership supplementary guidance (THSCP)
• The London Child Protection Procedures, London Safeguarding Children Board 5th Edition 2015
• 'What to do if you're worried a child is being abused' 2015
• Safeguarding disabled children practice guidance, July 2009

At Harbinger we have a clear set of values that describe the virtues that we hope all children and adults involved in the school community will observe. These include Togetherness, Well-being and Learning. In implementing these we strive to create and maintain a safe learning environment where all pupils and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical well-being of pupils and staff.

The London Borough of Tower Hamlets Early Help Strategy, continuum of need and thresholds guidance, Education Health and Care Plans (EHC) and the Early Help Assessment (EHA) are embedded into everyday practice and procedures when responding to pupils' needs.

Pupils have access to appropriate curriculum opportunities, including emotional health and well-being, to support the development of the skills needed to help them stay safe and healthy, develop their self-esteem and understand the responsibilities of adult life, particularly in regard to child care and parenting skills.

Harbinger School Safeguarding and Child Protection Policy can be found on the school website so that all stakeholders involved in the school, whether staff, governors or parents, can access it and familiarise themselves with it.

For staff it is also saved on Microsoft Teams in our All Staff file and at the start of the academic year all staff attend an Inset training session on this. In addition, throughout the year we run termly training sessions and provide regular safeguarding updates in our weekly staff briefing.

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

The Governing Body's responsibility for safeguarding the welfare of children goes beyond pure child protection. This policy therefore complements and supports a range of other policies, procedures and curriculum initiatives including:

Acceptable Use and Internet Safety
- Anti-bullying
- Attendance
- Behaviour and Relationships
- Code of Conduct
- Complaints procedure
- Confidentiality
- Equal Opportunities
- First Aid and the Administration of Medicines
- Health and Safety
- Looked After Children Policy
- Managing allegations against staff
- Offsite Trips and Visits
- Online Safety Policy
- PSHE: Personnel, Social, Health Education
- Positive Handling
- Safer Recruitment
- Relationships and Sex Education
- Single Central Record
- Special Educational Needs
- Whistle Blowing

Most of these can be found on the school's website: www.harbinger.org.uk/policies

Unless they only apply to staff in which case that can be found in the policies folder on the 'All staff' shared One Drive as detailed above.

Safeguarding policies will be reviewed annually by the Designated Safeguarding Lead, Head Teacher and Governing Body, unless new legislation or guidance calls for an immediate need to review in between times.

At Harbinger Primary School, we are committed to ensuring that appropriate procedures are in place for responding to situations in which we believe that a child has been harmed/abused or is at risk of harm/abuse, including procedures to cover circumstances in which a member of staff is accused of, or suspected of, causing harm/abuse. This includes:

- Maintaining children's welfare as a paramount concern – at all times we consider what is in the child's best interests;
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- Providing suitable support and guidance so that pupils know how to approach adults if they are experiencing difficulties or are worries;
- Including opportunities in the PSHE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;

- Raising the awareness of all teaching, non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- Ensuring all staff are able to recognise, and are alert to, signs of abuse; • Ensuring all staff know they must report any concerns or suspicions to the Designated Safeguarding Lead or deputies, listed in this policy;
- Ensuring there is an effective structured procedure in place to be followed by all members of the school community in cases of suspected abuse;
- Providing a systematic means of monitoring children who have been identified as "in need" or at risk of harm;
- Keeping confidential records which are stored securely and shared appropriately with other professionals;
- Ensuring procedures are in place for dealing with allegations of abuse against members of staff and volunteers;
- Establishing effective joint working relationships with all other agencies involved in safeguarding children and ensuring that the school contributes effectively to external assessments of need and support plans;
- Operating safer recruitment procedures and making sure that all appropriate checks are carried out on new staff who work with pupils (see Safer Recruitment Policy);
- Ensuring that all adults (including other community users of our facilities) have been checked as to their suitability;
- Ensuring that all staff agencies are aware of the school's safeguarding procedures and policy and are made aware of any safeguarding concerns in relation to agency staff.
- Working with parents to build an understanding of the school's duty to safeguard and promote the welfare of all children, including the necessity for child protection policy and procedure, information sharing and work in partnership with other

The procedures within the Child Protection Policy apply to all staff, volunteers, visitors and governors.
All procedures have been written in accordance with Keeping Children Safe in Education 2024 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations and Concerns that do not meet the Harm Threshold.

1. CORE SAFEGUARDING PRINCIPLES

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

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

2. PURPOSE OF POLICY

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

3. SAFEGURDING LEGISLATION AND GUIDANCE

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

- Section 175 of the Education Act 2002 (Local maintained schools

only)
- Human Rights Act 1998
- The Equality Act 2010
- Data Protection Act 2018 and the GDPR
- The Safeguarding Vulnerable Groups Act 2006

- Working Together to Safeguard Children 2023 (HM Government December 2023, Updated 23rd February 2024)
- Keeping Children Safe in Education 2024 (Department for Education, 2nd September 2024)
- Information Sharing: advice for practitioners providing safeguarding services (Department for Education, May 2024)
- What to do if you're worried a child is being abused 2015 (Department for Education, March 2015)
- Early Years Foundation Stage Statutory Framework (4th January 2024)
- The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- The Teacher Standards 2012

4. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP GUIDANCE

The following Pan-London and Tower Hamlets Safeguarding Children Partnership guidance has informed the content of this policy:

- London Child Protection Procedures revised 7th Edition (London Safeguarding Children Board, 25th April 2024)

- Tower Hamlets Safeguarding Children Partnership Levels of Need Guidance (September 2023)

- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2024

- 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 and Concerns that do not meet the harm threshold – September 2024
- Tower Hamlets SCP Multi-Agency Escalation and Resolution Policy

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: https://www.towerhamlets.gov.uk/lgnl/health__social_care/children_and_family_care/Safeguarding-Children-Partnership/Safeguarding-Children-Partnership.aspx

In accordance with *Working Together to Safeguard Children 2023*, the school is a protective factor for all children especially the most vulnerable and has a pivotal role to play in local multi-agency safeguarding arrangements. The school's contribution, insight and co-operation are vital to the successful delivery of these arrangements. The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP multi-agency arrangements. This includes responding to safeguarding audits of quality and compliance, as requested by the local authority and/or local safeguarding partners.

The school is committed to engaging with the THSCP multi-agency safeguarding training offer and the borough's Designated Safeguarding Leads Forums, participating in THSCP/LA's Section 175/157 School Safeguarding Audit Cycles, providing key information about children relevant to keeping

children safe, and participating fully in the Rapid Review process and Child Safeguarding Practice Reviews.[1]

6.   KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

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[1] For more information on the Rapid Review process, Child Safeguarding Practice Reviews and Child Death Reviews, Working Together To Safeguard Children 2023 Chapters 5 and 6 should be consulted. Working Together 2023 paragraphs 76-81, 125-130, and 230-233 provide more information on the expectation of school's role within the safeguarding partnership arrangements.

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- 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, fulltime or part-time, temporary or permanent, in either a paid or voluntary capacity.

7. ROLES AND RESPONSIBILITIES

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

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

The Headteacher 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-today

basis, including online safety and understanding the filtering and monitoring systems and processes in place.

- Designated Safeguarding Lead: Fiona Keogh, Deputy Headteacher fkeogh@harbinger.org.uk and 07960 512 752

- Deputy Designated Safeguarding Lead: Nimesha Nagahawatte, Headteacher NNagahawatte@harbinger.org.uk

- Deputy Designated Safeguarding Lead: Jackie Garner, Early Years Leader jgarner@harbinger.org.uk

- Safeguarding Governor and Online Safety Governor: Father Tom Pyke tom.pyke@parishiod.org.uk

- Chair of Governors: Martin Young martin@harbinger.towerhamlets.sch.uk

In the absence of Fiona DSL, contact Nimesha DDSL on 07974266981, this also applies to out of school hours/term activities.

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 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:

→ Complete a pink CP Concern form. Hard copies can be found in: Fiona's/Nimesha's/Sajna's/Early Years Offices or online on the All Staff Team >Safeguarding – CP concern form
→ Immediately speak to the DSL or DDSL in person and hand-in or e-mail concern form to: fkeogh@harbinger.org.uk and copy in NNagahawatte@harbinger.org.uk
→ E-mails are accessed by the Safeguarding Team every weekday.

→ You will be advised of receipt of the CP form.

→ Any other information provided will be on a need-to-know basis.

If in doubt about any safeguarding matter, staff should **always** speak to the DSL.

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

8. RIGHTS OF THE CHILD

The school upholds the Human Rights of the child in accordance with the Human Rights Act 1998.[2] It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following Convention rights of the child across its safeguarding policies and procedures:

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

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

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[2] https://www.equalityhumanrights.com/en/human-rights

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

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

As evident in the Serious Case Review Child Q, the school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement.[3] All staff share in the whole school's commitment to ensure equity, diversity and inclusion remain at the centre of the school's safeguarding culture, so that all children receive the care, support, and protection they have the right to receive.

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace.[4] The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education. Harbinger is signed up to the Tower Hamlets Antiracist curriculum project and we are now in the third cycle (Year 3) of this. We have a steering group made of staff from across the school. We have weekly staff meetings dedicated to this and all staff took part in a whole school INSET morning in September 2024. In school, we have revised our literacy curriculum using an anti-racist lens, this mean texts have been changed to reflect this.

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

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

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

A Child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending
- 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 at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

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

10. CHILDREN IN NEED OF A SOCIAL WORKER

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

When making decisions about safeguarding, carrying out a risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services. The school will co-operate with the Tower Hamlets Virtual School, which now has a nonstatutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker.

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. Staff should expect to provide more thorough feedback either verbal or written on children who are known to a Social Worker.

11. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems.[4] All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children,

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

some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

If staff have a mental health concern that is not also a safeguarding concern, they will clearly record any concerns they may have, regarding the mental health of the child, and refer to the Safeguarding Leads at Harbinger, to agree a course of action. This will include close liaison with parents / carers of the child and might include referring the child to the school's Learning Mentor, or a referral to CAMHS. In addition, at Harbinger there are 4 trained Nurture Mentors who will also be available to provide support for the child once a course of action has been agreed with the parents / carers and the child. The school will appoint a Senior Mental Health First Aid Leader.

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

At Harbinger, we continue to work with Tower Hamlets Education Well-being Service (THEWs) and also achieved bronze status as a Trauma Informed School. We have a Mental Health and Emotional Well-being policy in place so we can develop a whole-school level approach to positive mental health.

12. LOOKED AFTER CHILDREN AND PREVIOUS LOOKED AFTER CHILDREN

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

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

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

Harbinger's Designated Teacher for Looked After Children is Nimesha Nagahawatte, as part of the role, she attends the borough's training for this and has had specific training in conducting PEP meetings and completing ePEPS. In previous years when the school has had LAC children, the DT has worked closely with the Virtual School to set a personal budget for the child and to agree on additional support for the child both pastoral and educational.

In addition to the termly PEP review meetings which the child's class teacher will contribute to; LAC children will also be specifically discussed at termly Pupil Progress meetings. On a daily basis, staff need to be extra vigilant with LAC as they would have experienced trauma in their lives and may still be going through emotional trauma from being separated from their biological family. The school's Designated Safeguarding Lead will work with the local authority's Personal Advisor appointed to guide and support Care Leavers, so that any issues or concerns affecting the care leaver can be explored and effective support put in place.

The school's Designated Safeguarding Lead will work with the local authority's Personal Advisor appointed to guide and support Care Leavers, so that any issues or concerns affecting the care leaver can be explored and effective support put in place.

13. SEND CHILDREN

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

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

- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being 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 nonstatutory guidance Safeguarding Disabled Children (2009); NSPCC Safeguarding Children with Special Educational Needs and Disabilities (May 2022), and NSPCC Safeguarding d/Deaf Children and Children who have disabilities at greater risk of abuse (June 2024), but staff should speak with the DSL and SENDCO in the first instance.

All staff are regularly trained to understand and be aware of the additional barriers that exist when safeguarding SEND children. All staff need to be aware that SEND children may be more vulnerable when online and using digital platforms, and it is important that Online Safety lessons and related advice are tailored to their individual needs.

At Harbinger, we have increasing numbers of children with Special Educational Needs (SEN) and Disabilities. To address these challenges, we have enhanced pastoral support for these children in place, with teams around each child maintaining regular and effective communication about their needs and ongoing progress.

Children with SEN and disabilities will have access to a variety of forms of inschool mentoring and support which include:

- In-class teaching assistant support;
- Support from the Learning Mentor;
- Support from Nurture Mentors
- Support from SENDCO

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

14. CHILDREN ABSENT FROM EDUCATION & CHILDREN MISSING EDUCATION

The school closely monitors attendance, absence, suspensions and exclusions. A child absent from education, whether prolonged or on repeat occasions, can be a vital warning sign of a wide range of safeguarding issues and is a potential indicator of abuse and neglect, including child sexual abuse, child sexual exploitation, and child criminal exploitation (county lines).

In accordance with the DfE's *Working together to improve school attendance*, the school follows up on absences and addresses persistent absence as part of its safeguarding duty. Such an approach prevents the risk of these children becoming children missing education in the future. Staff address daily absence and persistent absence as soon as these problems emerge as part of school's early help response. Staff should be alert to children already known to be vulnerable especially Children known to a Social Worker and Looked After Children, since absence from education may increase known safeguarding risks within the family or in the community. Staff must also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

At Harbinger, there is a robust system in place in relation to children's absences:

→ The school office team make daily absence calls to parents and carers from the first day a child is absent from school. This information is then inputted onto the school MIS system.

→ In addition to this, with have an Absence communication channel on Microsoft Teams dedicated to the sharing of this key information with the DSL and Headteacher.

→ If we are unable to make contact via telephone with the family, we will email and, if deemed necessary, we will conduct home visits to establish the reason for the absence. The school's Attendance Policy can be found on our website.

When a pupil does not return to school and the whereabouts of the child and their family are not known, the school will make reasonable enquiries and refer the child to the Attendance & Welfare Advisor to support with those enquiries to ascertain the child's whereabouts, and only after these steps have been taken refer to the Local Authority using a Missing Children referral form.

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

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education

otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

15. ELECTIVE HOME EDUCATION

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

When a parent informs the Headteacher 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 has to occur before any final decision is made by the parents, to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and SEND children.

16. WHISTLEBLOWING

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

All staff at Harbinger are encouraged to familiarise themselves with the school's Whistleblowing Policy (available on All Staff -> General -> Policies on Teams).

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 as set out in the Government's List of Prescribed Bodies and Persons including:

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

17. REPORTING OF ALLEGATIONS AGAINST STAFF & CONCERNS THAT DO NOT MEET THE HARM THRESHOLD

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2024 Part 4 and the THSCP Supplementary Guidance - Managing Allegations of Abuse against Staff – September 2024

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 headteacher and ensure that it is put in writing, signed and dated. If the subject of the allegation is the Headteacher, then the allegation should be directly reported to the Chair of Governors.

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

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

When schools receive a report of an allegation relating to an incident that happened when an individual or external organisation was making use of the school premises for activities involving children, the headteacher should seek the advice of the LADO.

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

In accordance with the Early Years Framework registered Early Years settings must notify Ofsted of serious allegations of harms and the actions taken by the setting as soon as is reasonably practicable but no longer than 14 days. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

Concerns about staff that do not initially seem to fulfil the allegation criteria set out above are known as Concerns that do not meet the Harm Threshold, sometimes called low-level concerns, not because they are insignificant but because they do not initially seem to meet the harm threshold. Staff should report and self-report such concerns in accordance with the school's procedures, which are found in the school's Staff Code of Conduct. Contact will be made with the LADO for advice and guidance when appropriate as part of the Headteacher's or Chair of Governor's response to the report.

The school's Staff Code of Conduct can be found on our All Staff Team, which has a section on Concerns about staff that do not meet the Harm Threshold: 2024.25 Safeguarding Code of Conduct and Safe Working Practices.pdf

All staff should understand their responsibility to report **all concerns** about staff conduct which has taken place at the school or outside of the school including online environments, no matter how small or insignificant they might be perceived to be.

18. STAFF SAFEGUARDING TRAINING INCLUDING TRAINING FOR GOVERNORS

In addition to School Staff and Governors are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. The safeguarding training at induction, and indeed as part of continuous professional development

should include Online Safety covering among other things, an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring systems in place at the school. Through regular safeguarding training and updates, staff are given the relevant skills and knowledge to safeguard children effectively and governors will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements are in place.

All staff and volunteers receive appropriate safeguarding and child protection training, as well as online safety, at least annually. Additionally, all staff will receive safeguarding and child protection updates throughout the year, via staff briefings, staff meetings and by email.
Governors also receive yearly training and further updates via termly reports. Induction training for new staff includes:
- AUP
- Staff Handbook
- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Online Safety Policy
- Staff Code of Conduct
- our procedures for managing children who are missing from education and the staff code of conduct.
- Signs and symptoms of abuse (emotional, physical and sexual) and physical neglect
- How to manage an allegation from a child as well as when and how to record a concern about the welfare of a child.

All staff are allocated time within directed hours to read Part 1: Keeping Children Safe in Education 2024.

This is done in the first Safeguarding INSET training at the start of the academic year, the DSL/DDSL will organise mini KCSIE quizzes through the year to ensure all staff have a full understanding of this.
A record will be kept ensuring that all staff receive safeguarding induction training. For those who miss training, additional training opportunities will be arranged asap.
The Designated Safeguarding Lead and deputies will receive refresher training every two years as well as further higher-level training and termly updates.

19.   VISITORS

Harbinger's Visitors' Guidance and Visiting Speaker's Policy can be found on the school website. The school office team have specific training time with the DSL around the protocols on having visitors on site.

All visitors:

• Are met on arrival at reception where they sign in and an ID badge is issued.
• If applicable the visitors ID information and DBS details are checked.
• Are accompanied by a member of staff to and from Reception.
• Are provided with an overview of CP safeguarding procedures and named staff/contacts (if working with children)
• If concerns are raised regarding the visitor, the DSL will take action to address the concern in line with the school's Safeguarding and Child Protection policy.

Harbinger School appreciates and values the educational benefits of outside speakers visiting the school to address children and/or staff. However, we recognise our responsibilities to the pupils in our care and require a number of Safeguarding procedures to be followed. These procedures are detailed in our Visitors' Guidance.

Briefly:
• The Headteacher must be informed in writing, in advance, that a visiting speaker is to be invited to the school.
• The Headteacher can then give outline authorisation for the speaker to be booked.
• The Headteacher then initiates the vetting process. The Visitor Guidance and policies are sent to the visitor in advance. • If the visitor does not have a DBS, a risk assessment should be in place i.e.
the visitor is accompanied by a member of staff at all times.
•• Final clearance for the visiting speaker can then be granted by the Headteacher.
• If the school has any concerns during the vetting process we will pass any relevant information to the Local Authority Prevent officers.
• The member of staff responsible for booking the speaker must ensure the Visiting Speaker agreement form is read and signed prior to the presentation, when at least one member of staff will be present at all times.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the PACE Code C statutory guidance.

The school will inform parents if a Social Worker, Police Officer etc. requests   to meet a child.

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

At Harbinger we have a breakfast club to provide an affordable, early drop- off childcare facility for parents/carers; helping to improve attendance and punctuality and provide children with a nutritious breakfast at the start of the day in a pleasant and relaxed environment.

We have a separate Healthy Eating Policy which clearly states procedures in place for safer recruitment, safeguarding and health.

Briefly:
• In accordance with Safeguarding arrangements, all staff involved in the running of the Breakfast Club, either in a paid or voluntary capacity have current DBS (CRB) clearance. These records are held in the school office.

• Breakfast club staff follow existing school policies and procedures for safeguarding, child protection and the code of conduct.

• Where ICT equipment is used, they also follow the schools Internet Safety policy and procedures.

• A separate risk assessment has been completed for Breakfast Club sessions and activities.

Harbinger School has a detailed **Educational Visits Policy** which addresses risk assessment for both extended and off-site activities.

This can be found on staff shared area under 'Policies'. In
brief it specifies that:

• A risk assessment will be carried out at least two weeks in advance of the visit to identify hazards.

• First Aid provision will be considered when assessing the risks of the visit. For most trips, a qualified first aider will attend the trip and First Aid kits must be taken on all visits. Special consideration is expected to be made for those with medical needs.
• Recommended ratios for adult: children are:
-Nursery and Early Years 1:3
-Key Stage One 1:8
-Key Stage Two 1:10

In practice, the ratio should be determined by factors such as type of activity, any SEN or medical needs, experience of the staff, venue, transport and weather conditions.

- An aspect of a trip carrying the highest level of risk is the use of public transport. The Visit Leader must exercise extreme care when the children are getting on and off public transport.
- All Children will wear high viz vests over their coats for the duration of any travelling. If you are travelling with pupils or staff who require a wheelchair, make sure that you make arrangements in advance with Transport for London, for ramps.
- Pupils should have a clear understanding about what is expected of them and what the visit will entail. Children with SEN or behavioural issues will be provided with support in terms of preparing for the change of routine and managing behaviours (this might come from the SENDCO).
- Every effort will be made to support pupils with special educational and medical needs, whilst maintaining the safety of everyone on the visit. Special attention will be given to appropriate supervision ratios and additional safety measures which may need to be addressed at the planning stage

- Residential trips will be planned well in advance and arrangements will be overseen by the Headteacher.

- Parents will be invited to a briefing session to discuss the details of the trip and to meet the staff attending. The Visit Leader should be an experienced, senior member of staff.
- Visit leaders need to notify the Headteacher of who the parent helpers are at the point that the risk assessment is being submitted for authorisation. Those helpers who are not DBS checked will not be alone with children and must be guided by school staff at all times.

Where services or activities are provided separately by another organisation outside of normal school hours, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. This applies regardless of whether or not the children who attend any of these services or activities are pupils on the school register. The safeguarding standards expected of non-regulated external organisations, are set out in the Department for Education's Keeping Children Safe during community activities, after school-clubs and tuition: non-statutory guidance for providers running out-of-school activities (April 2022). The school will ensure that all safeguarding requirements are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

21. IDENTIFYING ABUSE

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

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

22. INDICATORS OF ABUSE

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

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

Emotional - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious

bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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

23.   VOICE OF THE CHILD

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

There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

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

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

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

•   The worry box or equivalent, in classrooms where children can write anonymous concerns and highlight for the attention of teachers.

•   DSL posters visible around the school and DSL / deputy have an open-door policy.

•   Children are aware of systems through assemblies, circle time sessions, as well as engagement from our school's Learning Mentor and Nurture Mentors.. • In addition to this, on the school's website there is a space under the Safeguarding section to report in safeguarding concerns. This can be used by older children if they wish.

24.   SAFEGUARDING ISSUES

25.   CHILD SEXUAL EXPLOITATION

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

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

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

is the case, it is important that the child perpetrator is also recognised as a victim.

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

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

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

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

26.   CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

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

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

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

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

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

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

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

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher

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

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

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

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

When referring children at risk of Exploitation to MAST, the school will give consideration to completing an Exploitation Screening Tool to support the Local Authority's assessment of risk to the child.

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

27.   SERIOUS YOUTH VIOLENCE

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

have been approached by, or are involved with, individuals associated with criminal networks or gangs.

28. ONLINE HARMS

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

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, which can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In accordance with Behaviour in Schools. Advice for headteachers and school staff (September 2022), the school promotes as part of its culture of excellent standards of behaviour that the same standards of behaviour are expected online as apply offline, and that every pupil should be treated with kindness, respect and dignity.

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

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

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;
- Contact: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;

- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, school can reports concerns to the Anti-Phishing Working Group (https://apwg.org/).

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

When there are concerns about a child in this area, staff should notify the DSL, who will consider referring the child into the Cyber Choices programme (cyberchoices.uk), which provides early intervention where children are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

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

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

At Harbinger, we ask that all staff take statistics into consideration when observing children's online behaviour as well as when delivering the Online Safety and RSE Curriculum each year. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. As a school, we encourage our parents and carers not to give their children mobile phones especially before Y6 and in Y6 only if they independently travel to and from school. This is because most young children are not yet ready to manage themselves safely with such easy access to the online world. All staff must read and sign the Acceptable Use Policy before using any school ICT resource. We have a separate Internet Safety Policy which addresses online use and safety. Staff

are expected to read it in partnership with this policy. It addresses how we seek to protect children from potentially harmful and inappropriate online material and behaviours with appropriate filters and monitoring systems in place.

We recognise that access to the internet creates a whole new world of risk for children. Issues around cyber bullying which are associated with emotional abuse are considered in our Anti Bullying Policy as well as in this. If you have any concerns, make sure they are recorded in writing, discuss with a DSL asap and follow the staff safeguarding procedure

Harbinger School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. The school has an Online Safety Policy which addresses how social networking, social media and personal publishing be managed for the safeguarding of both pupils and staff. Briefly:

- Harbinger Primary School will block/filter access to social networking sites.
  • Pupils will be advised never to give out personal details of any kind which may identify them and / or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and e-mail addresses, full names of friends, specific interests and clubs etc.
- Pupils should be advised not to place personal photos on any social network space.
- They should consider how public the information is and consider using private areas.
- Staff should be advised not to store photos or videos of current/ex-pupils on their personal phones/devices. Staff should use school-approved technology i.e. school iPads and school laptops.
- Staff should be advised not to communicate or 'friend' current/ex-pupils on social media in private use.
- Advice should be given regarding background detail in a photograph which could identify the student or his/her location e.g. house number, street name or school.
- Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Students should be encouraged to invite known friends only and deny access to others.

Clear and well-communicated rules and procedures are essential to govern pupil and adult use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school). These are defined in the relevant Acceptable Use Policy as well as in this document, for example in the sections relating to the

professional and personal use of school platforms/networks/clouds, devices and other technology, as well as to BYOD (bring your own device) policy.

Where pupils contravene these rules, the school's Behaviour Policy will be applied; where staff contravene these rules, action will be taken as outlined in the staff code of conduct and handbook. It will be necessary to reinforce these as usual at the beginning of any school year but also to remind pupils that the same applies for any home learning that may take place in future periods of absence/ closure/quarantine etc.

Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

The new responsibilities for filtering and monitoring, led by the DSL and following the new DfE standards, may mean that more such incidents will be discovered in the coming year but the school will do its best to remind pupils and staff of this increased scrutiny at the start of the year. The school works closely with our IT providers CleverICT to regularly review the effectiveness of the filtering and monitoring systems.

All staff must read and sign the school's Acceptable Use Policy before using any school ICT resource.

Personal online relationships between staff and pupils are prohibited and would be referred to the Headteacher and dealt with according to the school's disciplinary and child protection procedures, with all Online Safety complaints and incidents recorded by the school — including any actions taken. As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

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

School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. This includes promoting an understanding of the expectations, applicable roles and responsibilities in relation to filtering and

monitoring systems in place when children access the internet via school devices and the school network.

As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

Harbinger school has an Online Safety policy, Pupil Behaviour Policy, the school's Acceptable Use Agreement for staff and pupils. The school does not permit children the use of mobile phones within the setting.

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

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

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As part of a whole school approach the school is committed to ensure that all parents have the opportunity to be empowered and upskilled in keeping children safe online through the sharing of Online Safety information, advice and guidance including the offer of workshops to support parents for example in installing safeguards on to their children's digital devices.

In accordance with Department for Education's guidance, Mobile Phones in Schools (February 2024), the school prohibits the use of mobile/smart phones throughout the school day as set out in the Behaviour Policy.

The school has a Remote Learning Policy too to support children and staff to work safely online and on Microsoft Teams. The school continually reviews and responds to the potential harms and risks of Online Safety and seeks to update policies and teaching for children accordingly.

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

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

29.   DOMESTIC ABUSE

The Domestic Abuse Act 2021 recognises the impact of domestic abuse on children as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse recognises that domestic abuse may occur in different types of relationships, including ex-partners and family members and is not restricted to the family home. According to the definition the person perpetrating the abuse and the person to whom the abusive behaviour is directed towards must be aged 16 or over and be "personally connected". Domestic Abuse may involve a range of abusive behaviours, which may be a single incident or a pattern of abuse, including physical, sexual, emotional and economic abuse, and coercive and controlling behaviour.

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

In response to safeguarding reports received about children involving Domestic Abuse, the school will make contact with Children's Social Care for advice and guidance. Where appropriate school will complete a DASH Risk Assessment with the individual reporting as a victim of Domestic Abuse.

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

[Schools can contact the Tower Hamlets Violence Against Women and Girls Team for support required on any of the VAWG strands including training needs. Please contact the Prevent Training Officer: AmyKate.Garwood2@towerhamlets.gov.uk. Schools can also sign up to the VAWG Pledge.]

30.   SO-CALLED HONOUR-BASED ABUSE

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

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

Female Genital Mutilation

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

At Harbinger, we refer to the **HM Government Multi-Agency Statutory Guidance on FGM**, Updated 30th July 2020.

they discover (either through an allegation by the victim or visual evid 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 ence) 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 allegation of FGM in line with school's safeguarding procedures.

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

Forced Marriage

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Schools and colleges play an important role in safeguarding children from forced marriage.

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

At Harbinger, we refer to the Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines **The Right to Choose** Updated June 2022.

Virginity Testing and Hymenoplasty

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

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

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

31.   RADICALISATION AND EXTREMISM

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

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

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

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

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

At Harbinger, staff are always encouraged to refer to the **Statutory guidance on the Prevent duty 2023 (Updated March 2024). Paragraphs 141-207 pertain to Education.** Reference should also be made to The Prevent duty: safeguarding learners vulnerable to radicalisation. Support for those working

in education settings with safeguarding responsibilities (Department for Education, October 2022).

The school has completed a Prevent Risk Assessment, which was reviewed in July 2023, in collaboration with the then borough's prevent officer Eleanor Knight. The school self-assessed and gave itself a RAG rating of green which was authorised by the Prevent Officer. The school will review this again in September 2024, as part of the regular reviews on all the safeguarding polices.

The role of the curriculum:

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to express themselves through discussions, debates and consultations. The R.E. and PSHE provision is embedded across the curriculum and underpins the ethos of the school and British values of democracy, rule of law, respect, tolerance and liberty. Children learn about other faiths, visit places of worship and are taught about how to stay safe when using the Internet.

Staff Training:

Through INSET opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on. We have booked Prevent training for staff, parents and children in 2024/25 and VAWG training in Autumn 2024.

In LBTH the Prevent Education Officer is Iona Karrman-Bailey: Iona.Karrman-Bailey@towerhamlets.gov.uk

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

32.   CHILD-ON-CHILD ABUSE

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

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

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

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

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

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

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

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

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

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

At Harbinger we seek to minimise the risk of child-on-child abuse through the implementation of our curriculum and associated policies:
- Our policy on the prevention and management of bullying acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.
- Our Relationships and Sex Policy/PSHCE Scheme outline how the school prepares the children for age appropriate relationships and physical contact. • See the curriculum section earlier in this policy re online safety and behaviour.

In particular, at Harbinger, our relentless focus on our school values, strives to enable children to be respectful of one another and to be responsible for their 'positive' impact upon one another in a safe way. We are clear however that abuse is abuse, it could happen here, but if it does, it will not be tolerated. Part of our duty for safeguarding is also teaching the children appropriate behaviours/language to avoid safeguarding matters escalating for them. The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If you are concerned about potential child-on-child abuse, you must report it to the Designated Safeguarding leads using the school's **CP pink, confidential form** and attending to Safeguarding procedures for staff.

If you suspect that children are involved in sexting – please refer to the guidance produced by the UK Council for Children Internet safety.

In partnership with you, the Designated Safeguarding lead will decide what further action to take which may include, but is not limited to, the following: • Discussions with alleged victim and perpetrator to understand the extent of the harm;
• Discussions with the alleged victim and perpetrators parents regarding the extent of the harm and a support plan to respond;
• The use of restorative practices to enable children to fully learn about and understand the extent of the harm that has been committed and to empower them to take responsibility for their actions;

- A support plan may include a referral to the school's Learning Mentor, SENCO or Nurture Mentors;
- Discussions with MAST may be sought to determine what support could be sought by both the alleged victim and perpetrator. This is likely to be appropriate if the abuse may have stemmed from a lack of structured time outside of school.
- If it is suspected that a device may contain inappropriate images the school will follow the DfE's guidance on 'Searching, screening and confiscation, January 2022' to seize the evidence.

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

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

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

In response to reports of child-on-child abuse school will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report. As part of the reassurance to children, it will be made clear to children that the law is in place to protect them from abuse rather than to criminalise them.

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

Staff should be aware of the importance of:

- challenging inappropriate behaviours;

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

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

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

Sexual violence offences are defined under the Sexual Offences Act 2003

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

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

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

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

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

condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

All Staff need to be aware of the following:

- 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.

Where a report of rape, assault by penetration or sexual assault is made, this will be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. In parallel to this the school will make a referral to Children's Social Care via the Multi Agency Support Team.

Sexual Harassment

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

Sexual Harassment may include the following:

- o sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- o sexual "jokes" or taunting;
- o 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
- o 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, co-ercion and threats

On a case-by-case basis the school will liaise with Children's Social Care and the Police as well as specialist services as part of the immediate response to child-on-child sexual harassment and the ongoing support for all the children involved.

Harmful Sexual Behaviours

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

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

At Harbinger, any concerns about sexual violence and sexual harassment must be recorded factually and without personal judgement and reported to the DSL/DDSL immediately. In determining how to proceed, the DSL, who will have the complete safeguarding picture, will refer to the detailed guidance in **Keeping Children Safe in Education 2024 Part 5.** In particular, the DSL will consider the wishes of the victim in terms of how they want to proceed. We recognise that victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.

Each report will be considered on a case-by-case basis and is likely to result in one or more of the following:
- Internal management inline with behaviour and bullying policies, with followon pastoral support;
- A referral for Early help services;

• A referral to children's social care;
• In partnership with children's social care, a referral to the police.

We recognise that both the victim and the perpetrator will require follow-on support. The perpetrator more than likely will have unmet needs. Risk assessment will need to be undertaken to minimise further risk to others as well as harm to the perpetrator themselves. Partnership with agencies outlined above will be essential in guiding our response to each individual case.

34. YOUTH PRODUCED SEXUAL IMAGERY

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

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

Incidents may also occur where:

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

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

When handling reports of Youth Produced Sexual Imagery, **staff must be aware that it is illegal for staff to view or share such imagery**. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with non-statutory guidance, [Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People](#) (Updated March 2024).

Harbinger's response to Youth Produced Sexual Imagery will be in accordance with UKCIS's non-statutory guidance, Sharing Nudes and SemiNudes. Advice for Education Settings working with Children and Young People 2020] and the response will be decided on an individual case by case basis March 2024.

35. BULLYING (INCLUDING CYBERBULLYING)

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Child-on-child abuse Policy, in accordance with Keeping Children Safe in Education 2024 and Behaviour in Schools. Advice for Head teacher and School Staff (September 2022).

At Harbinger, we have an Anti-Bullying Policy and all staff should refer to this when responding to incidents of bullying/cyberbullying.

36. HOMELESSNESS

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

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

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. However, it is also recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children's social care will be the lead agency for these children and should be contacted in the first instance. For general enquiries about support for young people who might be at risk of or experiencing homelessness in the borough, please contact Tower Hamlets Housing Options: Host@towerhamlets.gov.uk

37. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

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

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

38. CHILDREN WITH FAMILY MEMBERS IN PRISON

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

The DSL will draw upon the resources and guidance offered through The National Information Centre on Children of Offenders (NICCO) to support the children involved and mitigate negative consequences for those children.

39. PRIVATE FOSTERING

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

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

40. YOUNG CARERS

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

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

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

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

The DSL will follow the LBTH guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' (January 2023) and refer to the Young Carers program accordingly: Young.Carers@towerhamlets.gov.uk

41. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

All incidents of Child Abduction should be reported immediately to the Police and Children's Social Care.

Other community safety incidents in the vicinity of a school can raise concerns amongst staff, children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All incidents that occur

during the school day should be immediately reported to the DSL, and steps taken to ensure the safety and well-being of the children involved.

42.   MODERN SLAVERY

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

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

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

43.   **TAKING SAFEGUARDING ACTION**

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

- in an emergency, take the action necessary to help the child (including calling 999)
- report your concern as soon as possible to the DSL, no later than the end of the day, preferably as soon as you come to know of the abuse.
- 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 a pink CP form, found in Fiona's/Nimesha's/Sajna's/EYFS offices.**
- seek support for yourself if you are distressed.

44.   EARLY HELP

All staff are trained and prepared to identify children who may benefit from Early Help, which is providing support as soon as a problem emerges at any point in a child's life. This can be support provided through school's internal pastoral system and resources and/or Local Authority services and other external agencies.

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

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

At Harbinger, the class team around the child provide the initial and daily early help at all times for the any child in their class. If there is a child with known vulnerabilities, then this child will be referred to the school Learning Mentor or Nurture Mentors. This will all be under the guidance and instruction of the Pastoral Lead and DSL.

If it is deemed necessary, the school will contact THEWS or MAST. This could lead to communication with the Early Help Hub or services such as CAMHs.

It may also be helpful to complete an EHA and hold regular Team Around the Child/Family meetings. This will be monitored and reviewed, if it is felt that progress is not being made at this level then the DSL will contact MAST to seek advice about the next steps.

The DSL will contact the LBTH MAST for support and advice if required:
020 7364 5006 (Option 3) 020 7364 3444/5601/5606/5358/7796

Social Inclusion Panel

When an EHA has been completed and a Team Around the Family is in process, the school can refer to the borough's Social Inclusion Panel in support of a co-ordinated and targeted plan to bring about improvement in the child's outcomes.

The DSL will apply the THSCP Levels of Need 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 Support Team (MAST) for a discussion.

MAST:
020 7364 5006 (Option 3) 020 7364 5601/5606/5358/7796

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

45. HANDLING THE REPORTING OR SHARING OF CONCERNS

At Harbinger we use a TED acronym to support out staff when handling an allegation made by a child.
T = tell me
E= explain to me
D= describe

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

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

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

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

- allow the child to speak freely
- remain calm
- allow silences
- refrain from asking leading questions
- tell the pupil what will happen next

- inform the DSL as soon as possible
- seek support from their line manager if they feel distressed.

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

46.   CONFIDENTIALITY AND SHARING INFORMATION

Staff should never assume a colleague or another professional will take safeguarding action through the sharing of information that might be critical in keeping children safe. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to their Designated Safeguarding Lead or a deputy.

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

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

Staff will have due regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR) to ensure that personal information is processed fairly and lawfully and they will adhere to the seven golden rules for sharing information. Information sharing will take place in a timely and secure manner.

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

Harbinger School's approach to working with parents/carers is one of transparency and honesty and the school's responsibility is to safeguard and promote the welfare of all the pupils in its care. The school aims to do this in partnership with its parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child. Parents and carers should be given the opportunity to address any concerns raised.

The school will make every effort to inform parents and carers if a referral is to be made to an external agency. Where this has not been possible, and the welfare of the child is considered at risk, or where requesting consent is considered to put the child at further risk of imminent harm, information will be shared without consent. In such cases, the Designated Safeguarding Leads and the Headteacher will seek advice from the Borough's Children's Social Services team.

Information sharing decisions will be recorded, whether or not the decision to share has been taken. Child protection information will be stored securely separate from the pupil's school file. Child protection information is stored and handled in line with the school's Retention and Destruction Policy. Where safeguarding information is stored electronically and online, the school has cybersecurity measures in place, which meets the Department for Education's Cybersecurity Standards, to ensure the data is safe and not vulnerable to evolving cyber-crime.

47.   REFERRING TO CHILDREN'S SOCIAL CARE

The DSL will make a referral to Children's Social Care applying the THSCP Levels of Need 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 Support Team:
020 7364 5006 (Option 3) 020 7364 5601/5606/5358/7796

Child Protection Advice Line:
020 7364 3444

The DSL will contact CPAL/MAST in the first instance to seek advice and guidance. When the DSL completes a MAST Request for Support form and sends it securely to the Multi-Agency Support Team, the referral form will be accurate and sufficiently detailed to enable the MAST to make a decision on the level of response required in accordance with the THSCP Levels of Need Guidance.

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

Harbinger Primary School	
Safeguarding Procedure for Staff. 2024.25	
Safeguarding Procedure	**Additional information**
1) You have a safeguarding concern/a child has made a disclosure: Complete a pink CP Concern form found in: All Staff teams: Safeguarding folder (pinned to top): Safeguarding Guidance for Staff	If you are, for any reason, unable to access the form online, please use a pink paper CP Concern Form, found in all SLT and school offices. Complete and give to the DSL or Deputy DSL asap.
2) E-mail to: FKeogh@harbinger.org.uk and copy in NNagahawatte@harbinger.org.uk E-mails are accessed by the Safeguarding Team every weekday.	If you have a Child Protection concern (i.e. the child is **at imminent risk of harm**), please contact the DSL/Deputy DSL *immediately*. (It might be that the child should not go home.) **Fiona Keogh** DSL: available 5 days a week. Number obtainable from school office: 02079871924 Staff may make a CP referral themselves, but the DSL must be informed ASAP. **Child Protection Advice Line: 020 7364 5006**
3) You will be advised of receipt of the CP form. Any other information provided will be on a need to know basis.	
DSL: Fiona Keogh. Deputy DSL: Nimesha Nagahawatte and Jackie Garner **Other Team members:** Azmina Vaid (Pastoral Lead) and Jade Ellis (SENCO)	

48. ESCALATION PROCEDURES

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation

procedures to ensure their concerns have been addressed and that the child's situation improves.

In accordance with the [THSCP Multi-Agency Escalation and Resolution Policy](#) the DSL will first make contact in writing with the team manager escalation puts the concerns in writing.

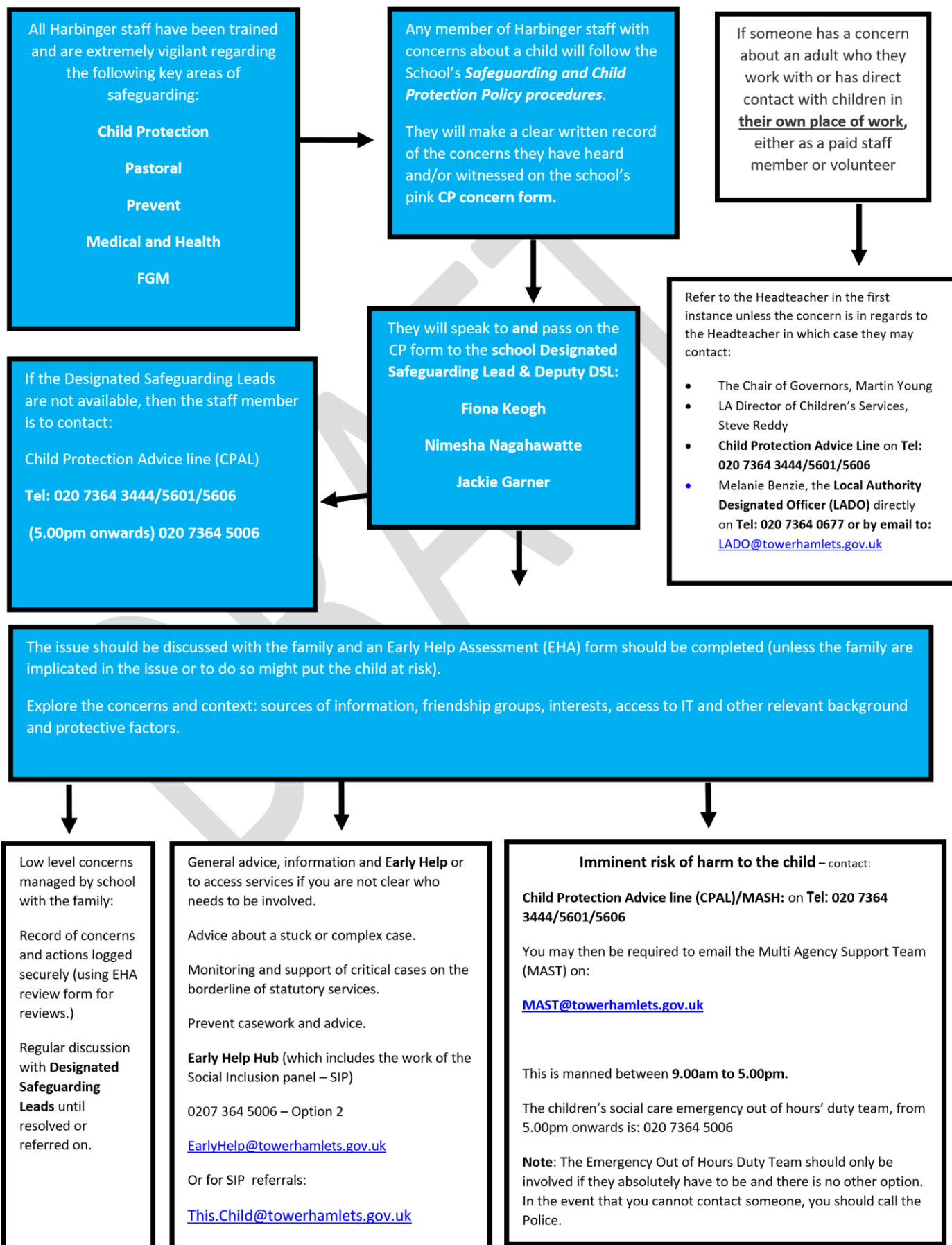| Harbinger Primary School	
Safeguarding Procedure for Staff. 2024.25	
Safeguarding Procedure	**Additional information**
1) **You have a safeguarding concern/a child has made a disclosure:** Complete a pink CP Concern form found in: All Staff teams: Safeguarding folder (pinned to top): Safeguarding Guidance for Staff	If you are, for any reason, unable to access the form online, please use a pink paper CP Concern Form, found in all SLT and school offices. Complete and give to the DSL or Deputy DSL asap.
2) **Communicate the concern verbally and via e-mail to:** FKeogh@harbinger.org.uk and copy in NNagahawatte@harbinger.org.uk **E-mails are accessed by the Safeguarding Team every weekday.**	If you have a Child Protection concern (i.e. the child is **at imminent risk of harm**), please contact the DSL/Deputy DSL *immediately*. (It might be that the child should not go home.) **Fiona Keogh** DSL: available 5 days a week. Number obtainable from school office: 020 7987 1924 Staff may make a CP referral themselves, but the DSL must be informed ASAP. **Child Protection Advice Line**: 020 7364 5006
3) **You will be advised of receipt of the CP form.** Any other information provided will be on a need-to-know basis. Follow up with Safeguarding Leads afterwards.	
DSL: Fiona Keogh. **Deputy DSL:** Nimesha Nagahawatte and Jackie Garner **Other Team members:** Azmina Vaid (Pastoral Lead) and Jade Ellis (SENCO)	

Referral route for safeguarding concerns

All Harbinger staff have been trained and are extremely vigilant regarding the following key areas of safeguarding:

Child Protection

Pastoral

Prevent

Medical and Health

FGM

Any member of Harbinger staff with concerns about a child will follow the School's *Safeguarding and Child Protection Policy procedures*.

They will make a clear written record of the concerns they have heard and/or witnessed on the school's pink **CP concern form.**

If someone has a concern about an adult who they work with or has direct contact with children in **their own place of work**, either as a paid staff member or volunteer

Refer to the Headteacher in the first instance unless the concern is in regards to the Headteacher in which case they may contact:

- The Chair of Governors, Martin Young
- LA Director of Children's Services, Steve Reddy
- **Child Protection Advice Line** on **Tel: 020 7364 3444/5601/5606**
- Melanie Benzie, the **Local Authority Designated Officer (LADO)** directly on **Tel: 020 7364 0677** or by email to: LADO@towerhamlets.gov.uk

They will speak to **and** pass on the CP form to the **school Designated Safeguarding Lead & Deputy DSL:**

Fiona Keogh

Nimesha Nagahawatte

Jackie Garner

If the Designated Safeguarding Leads are not available, then the staff member is to contact:

Child Protection Advice line (CPAL)

Tel: 020 7364 3444/5601/5606

 (5.00pm onwards) 020 7364 5006

The issue should be discussed with the family and an Early Help Assessment (EHA) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk).

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

Low level concerns managed by school with the family:

Record of concerns and actions logged securely (using EHA review form for reviews.)

Regular discussion with **Designated Safeguarding Leads** until resolved or referred on.

General advice, information and E**arly Help** or to access services if you are not clear who needs to be involved.

Advice about a stuck or complex case.

Monitoring and support of critical cases on the borderline of statutory services.

Prevent casework and advice.

Early Help Hub (which includes the work of the Social Inclusion panel – SIP)

0207 364 5006 – Option 2

EarlyHelp@towerhamlets.gov.uk

Or for SIP referrals:

This.Child@towerhamlets.gov.uk

Imminent risk of harm to the child – contact:

Child Protection Advice line (CPAL)/MASH: on **Tel: 020 7364 3444/5601/5606**

You may then be required to email the Multi Agency Support Team (MAST) on:

MAST@towerhamlets.gov.uk

This is manned between **9.00am to 5.00pm.**

The children's social care emergency out of hours' duty team, from 5.00pm onwards is: 020 7364 5006

Note: The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option. In the event that you cannot contact someone, you should call the Police.

Referral route for safeguarding concerns related to Radicalisation or Extremism

PREVENT

Any member of Harbinger staff with concerns about a child will follow the School's *Safeguarding and Child Protection policy procedures*.

They will make a clear written record of the concerns t hey have heard and/or witnessed on the school's **pink CP concern form.**

If the designated safeguarding leads are not available, then the staff member is to contact:

Child Protection Advice line (CPAL)

Tel: 020 7364 3444/5601/5606

 (5.00pm onwards) 020 7364 5006

They will speak to **and** pass on the blue concern form to the **School Designated Safeguarding Lead & Deputy:**

Fiona Keogh

Nimesha Nagahawatte

Jackie Garner

The issue should be discussed with the family and an Early Help Assessment (EHA) form should be completed (unless the family are implicated in the issue or to do so might put the child at risk).

Explore the concerns and context: sources of information, friendship groups, interests, access to IT and other relevant background and protective factors.

Low level concerns managed by school and family:

Record of concerns and actions logged securely (using EHA review form for reviews.)

Regular discussion with Designated Safeguarding Officer until resolved or referred on.

General advice, information and early help or to access services if you are not clear who needs to be involved.

Advice about a stuck or complex case.

Monitoring and support of critical cases on the borderline of statutory services.

Prevent casework and advice.

Early Help Hub (which includes the work of the Social Inclusion panel – SIP)

0207 364 5006 – Option 2

EarlyHelp@towerhamlets.gov.uk

Or for SIP referrals:

This.Child@towerhamlets.gov.uk

Imminent risk of harm to the child – contact:

Child Protection Advice line (CPAL)/MASH: on **Tel: 020 7364 3444/5601/5606**

You may then be required to e mail the Multi Agency Safeguarding Hub (MASH) on:

MASH@towerhamlets.gov.uk

This is manned between **9.00am to 5.00pm.**

The children's social care emergency out of hours' duty team, from 5.00pm onwards is: **020 7364 5006**

Note: The Emergency Out of Hours Duty Team should only be involved if they absolutely have to be and there is no other option. In the event that you cannot contact someone, you should call the police.

Imminent threat of harm to others – contact

Police 999

or **Terrorist Hotline**

0800 789 321

Appendix 1: MAST Poster
Appendix 2: School Record of Concern Form (if not online)
Appendix 3: MAST Request for Support Form

Appendix 1: MAST (Multi-Agency Support Team) Poster

Multi-Agency Support Team (MAST)
020 7364 3444 / 5601 / 5606 / 5358 / 7796

If there is a concern about the welfare of a child or young person and you would like to talk it through then you should contact the Tower Hamlets Children Services' Multi-Agency Support Team (MAST).

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

When there is a specific concern of a child protection nature whereby it is thought that a child has been harmed or at risk of being harmed then the MAST should then be contacted on 0207 364 3444 / 5601 / 5606 / 5358 / 7796 in the first instance to discuss the matter followed by the completion of the LBTH MAST Request for Support Form to MAST@towerhamlets.gov.uk.

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

Important contact information:

The Multi Agency Support Team (MAST) Note – information should only be emailed following prior discussion with the Duty Officer.	MAST@towerhamlets.gov.uk.
Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards)	020 7364 4079

September 2024

Tower Hamlets Safeguarding Children Partnership

MULTI – AGENCY SUPPORT TEAM (MAST)
0207 364 3444 / 5601 / 5606 / 5358 / 7796

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

Designated
Safeguarding
Lead:...Date.....................…......

Appendix 2: School Record of Concern Form (if not online)

Harbinger School Safeguarding Concern

Pupil's Name...DOB: .... Class...............................Year group........

Please record concerns

- Record time, place and date of concern
- If there is any evidence e.g. marks – record
- Observe any other indicators (behaviour etc)
- Record any comments/conversations with the child
    - Do not probe / interrogate – let the child lead
    - Do not judge
    - Do not promise to keep it a secret / not tell anyone
    - Try to find out date, time, place, frequency of disclosure and who was present

Use TED – Tell me......Explain....Describe and 4 W's (What, Where, Who, When)

Give this form to a safeguarding lead as soon as possible (Fiona or Nimesha or Jackie Garner)

Date, time, place	Details of disclosure / concerns (use pictures if necessary and use child's own words)

Name of adult:...Signed.................................. Date....................|

Appendix 3: MAST Request for support form

Multi Agency Support Team (MAST) Request for Support Form

If you are concerned about a child or family, use this form to get support from the team at Tower Hamlets Council and our partners.

You can expect feedback within 24 to 48 hours upon submission of this referral form. We are dedicated to actively collaborating with you and other relevant services to guarantee every

Agency

We work with several agencies and partner organisations in Tower Hamlets.

Do you work for an agency or partner organisation?

Yes		No	

Anonymous reporting

If you are not working for an urgency or partner organisation, do you want to make this referral anonymously? If you are reporting anonymously, by reporting this anonymously we will not be able to email you conformation of the report and will not be able to let you know about the outcome.

Yes		No	

Consent

If a child is giving consent, they must be over 16. Someone with parental responsibility is an adult who is a biological parent or an adult that has a court order to care and make decisions about the welfare of the child daily

Child over 16		Someone with parental responsibility		Neither	

child receives the necessary support.

Please indicate the relevant option by placing a tick in the corresponding box.

If you have selected 'Neither,' Consent should be given by the child or family before making a referral, unless the child is at risk of immediate significant harm.

Is the child at risk of immediate significant harm?

Yes		No	

What's your name (if you are not reporting anonymously)?

What is your first name?	
What is your last name?	

Referrer's agency

What agency do you work for?

Name and Details	

What is your role at your Organisation/ Institute?

What is your phone number?

What is your email address?

Child's name

What is the child's first name?	
What is the child's last name?	

Date of Birth

Do you know the date of birth of the child?	Yes		No	

Date of Birth or expected date of birth.	Day		Month		Year	
Sex at Birth	Male		Female		Not Known	

Child's ethnicity

What is child's ethnic group?

Choose from the following: English, Welsh, Scottish, Northern Irish, British, Irish, Gypsy or Irish Traveler, Roma, Any other White background, White and Black Caribbean, White and Black African, White and Asian, Any other Mixed or Multiple background, Bangladeshi, Pakistani, Indian, Chinese, Any other Asian background, Caribbean, Somali, Other African, Any other Black, Black British or Caribbean background, Arab, Other, Prefer not to say, Don't know.

Child's religion
What is the religion of the Child?

Choose from the following: Christian, Muslim, Hindu, Buddhist, Sikh, Prefer Not to say, Don't Know, No Religion, Other.

Does the child have a disability or special educational need?

Yes		No		Don't Know	

Child's Education

Is Child being educated?

Yes, at School	
Home schooled	
Not in education	
Don't know	

Name of the School:

Child's Address

Do you know the child's address?	**Yes**		**No**	

If 'Yes', provide the following	
Postcode	
Address	

Child's first Language

Choose from the Following: Don't know, English, British Sign Language, Bengali, Italian, Spanish, French, Portuguese, Chinese, Polish, Romanian, Greek, Russian, Arabic, Somali, German, Turkish, Other (Please Mention)

Sign language

We are able to offer a British Sign Language interpreter to anyone who needs it.

Does Child need a British Sign Language interpreter?	**Yes**		**No**		**Don't Know**	

Child's immigration status

What is child's immigration status?

British or Irish citizen, habitually resident in UK, Ireland, Channel Islands, or Isle of Man, or deported from another country	
EEA citizen residing in the UK prior to 31 December 2020: worker	
EEA citizen residing in the UK prior to 31 December 2020: self-employed	
EEA citizen residing in the UK prior to 31 December 2020: settled status	
EEA citizen residing in the UK prior to 31 December 2020: other	
EEA citizen residing in the UK prior to 31 December 2020: A family member of one of the above groups	
Non-UK: Granted refugee status	
Non-UK: Exceptional Leave to Remain	
Non-UK: Indefinite Leave to Remain	
Non-UK: Limited Leave to Remain	
Non-UK: Other protection (e.g. humanitarian, discretionary, family of Northern Ireland and stateless persons under Immigration rules)	
Don't know	

Is child a young carer?	**Yes**		**No**		**Don't Know**	

What is child's NHS number? (Optional)	
What is child's unique pupil number? (Optional)	

Has child or their family ever been the subject of a Children Social Care assessment?

Yes		No		Don't know	

Is there a Private Fostering agreement for child?

Yes		No		Don't know	

Are there any other children in the household?

Yes		No		Don't know	

Number of other children	
How many other children are there in the household?	

Other children's information

Child's first name	
Child's last name	

Is there a Private Fostering agreement for Child	Yes		No		Don't know	
Do you know Child's date of birth?	Yes		No			

Date of Birth	DD		MM		YYYY	
Child's Sex	Male		Female		Don't know	

What is Child's ethnic group?	

What is Child's religion?	

Does Child have a disability or special educational need?	Yes		No		Don't Know	

Is Child being educated?

Yes, at School	
Home Schooled	
Not in Education	
Who provides education for Child?	

Has Child previously been referred to Children's Services?	Yes		No		Don't Know	

What is Child's first language?	

Does Child need an interpreter to translate for them?	Yes		No		Don't Know	
Does Child need a British Sign Language interpreter?	Yes		No		Don't Know	

What is Child's immigration status?	
What is Child's NHS number? (Optional)	
What is Child's unique pupil number? (Optional)	

Principal carer's details

Do you know child's principal carer's information?	Yes		No	

Principal/main carer
The person who has most parenting time with child

Principal carer's last name	
Principal carer's relationship What is Principal carer's relationship to child	
Parent	
Guardian	
Carer	
Other Family Member	
Other	

Principal carer's sex

Male		Female		Not Known	

Do you know the principal carer's date of birth?	Yes		No	

Principal carer's date of birth	DD		MM		YYYY	

Principal carer's ethnicity

Principal carer's first name

Choose from the following: English, Welsh, Scottish, Northern Irish, British, Irish, Gypsy or Irish Traveler, Roma, Any other White background, White and Black Caribbean, White and Black African, White and Asian, Any other Mixed or Multiple background, Bangladeshi, Pakistani, Indian, Chinese, Any other Asian background, Caribbean, Somali, Other African, Any other Black, Black British or Caribbean background, Arab, Other, Prefer not to say, Don't know.

Principal carer's first language

Don't know, English, British Sign Language, Bengali, Italian, Spanish, French, Portuguese, Chinese, Polish, Romanian, Greek, Russian, Arabic, Somali, German, Turkish, Other (Please Mention)

Principal carer's contact number

Principal carer's sign language
Does Principal carer need a British Sign Language interpreter?

Yes		No		Don't know	

Does child have another parent, guardian or carer in their household?

Yes		No		Don't know	

If the child has another parent, guardian or carer in their household, do you know the other parent, guardian or carer's details?

Yes		No	

If 'Yes', please fill the following details

Other parent, guardian, or carer details	
Other parent's first name	
Other parent's last name	
Relationship to the child and contact number	
Parent	
Guardian	
Carer	
Other family member	
Ethnic group	

Are there any other significant people in child's life. Other significant people in the child's life, this might be grandparents, aunts, uncles, or other family members.

Yes		No		Don't know	

If the child has any other significant people in child's life, details of the person.

What is this person's first name?	
What is this person's last name?	
What is the relationship to child	
Parent	
Guardian	
Carer	
Other family member	
Other (Please mention)	

Has anyone in the household ever had a Child Protection Plan?

Yes		No		Don't know	

If anyone in the household ever had a Child Protection Plan, please provide details of the person with a Child Protection Plan, dates and all relevant information.

Has anyone in the household ever been looked after by a local authority?

Yes		No		Don't know	

Child looked after by a local authority details
Please provide details of name of person being looked after, dates and all relevant information

Child in need

Under Section 17 Children Act 1989, a child is considered "in need" if:
- They are unlikely to achieve or maintain a reasonable standard of health or development without services from the Local Authority.
- Their health or development is likely to be significantly impaired without such services.
- They have a disability, which includes conditions like blindness, hearing impairments, mental disorders, and permanent illnesses or congenital deformities

Has anyone in the household ever been a 'child in need'?

Yes		No		Don't know	

Child in need details

Which children are or were considered to be a 'child in need? Please tell us the name of the child, the dates they were in need and any other relevant information.

Early help

'Early help' describes any service that supports children and families as soon as problems emerge.

Has anyone in the household ever received support from Early Help?

Yes		No		Don't know	

Early help details

Which children are or were receiving 'early help? Please tell us the name of the child, the dates they were receiving early help and any other relevant information.

Are any other agencies or professionals working with the family?

Yes		No		Don't know	

If 'Yes', please provide the following

What is the name of the professional working with the family?
What is the role of the professional working with the family?
What is the name of the agency or organisation working with the family?
What is the contact email address for this agency or organisation?

| What is the contact phone number for this agency or organisation? | |

Level of need

More information on level of need: [The Four Levels of Need](#)

Level 2: Early Help	
Level 3: Children with Complex Multiple Needs	
Level 4: Children in Acute Need	
Don't know	

Family strengths

What is currently working well for the child and family? Share positive aspects or abilities within the family that can be further supported.

Worry

What are you most worried about?
Describe your concerns for the family or any issues that require assistance or support

Further information

Please provide us with any further information about the child's development and any other presenting issues.

Level 1: No Additional Needs

Current situation
How safe do you think child is? On a scale of 0 to 10 where 0 means the child is at risk of harm and 10 means the child is safe.
0   1   2   3   4   5   6   7   8   9   10

Please tell us how you reached this score?

Action

Please tell us if any action has taken place to help the family resolve the difficulties, they are experiencing