



CHILD PROTECTION AND SAFEGUARDING POLICY

SCHOOL MISSION STATEMENT

...Through Christ We Learn...

Commitment to equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation.

We have adopted a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life, and these policies are reviewed regularly in this regard.

The member of staff responsible for this Policy is: SENCo

**The Governing Body designate responsible for this Policy is:
Teaching & Learning Committee**

This Child Protection and Safeguarding Policy has been approved and adopted by the Governing Body on 10th February 2025

This Policy will be reviewed in Spring 2026.



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Ethos of the School

At St Edmund's Catholic School, we are committed to safeguarding children and young people and everyone who enters our school - all staff, volunteers, visitors and governors are expected to adhere to our safeguarding procedures.

The school aims to develop an atmosphere in which children feel secure, in which their viewpoints are valued, and in which they are encouraged to talk and listen. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. Teachers and other school staff are particularly well placed to observe the outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with the children.

We recognise the important role the school has in the early recognition of the signs and symptoms of abuse and neglect. We ensure that we make effective and fair use of all the appropriate referral process. Our school Child Protection Policy is available on our school website, staff drive, staff handbook; staff are also given a staff induction if they are new, annual safeguarding training to all staff and it is a part of the parent induction pack and is readily available at the school office.

This policy links to the following policies and procedures:

- Behaviour
- Anti-Bullying Policy
- Staff code of conduct
- Acceptable Use Policy
- Safer Recruitment Policy
- Complaints
- Health and safety
- Whistleblowing
- Attendance
- Online safety
- Equality
- Sex and relationship education
- First aid
- Privacy notices
- Tower Hamlets Local Safeguarding Children Board: Procedures for Managing Allegations of Abuse against Staff working in Children's

This policy will be reviewed at least annually unless an incident; new legislation or guidance calls for the need for a review.

Safeguarding Statement

St Edmund's Catholic Primary School recognise their moral and statutory responsibility to safeguard and promote the welfare of all pupils. The staff and Governing Body will endeavour to provide a safe and welcoming environment where all children and adults are respected and valued. They will make sure that all children and young people have the same



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protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

The staff and Governing Body are alert to the signs of abuse and neglect. They follow procedures to ensure that children and adults receive effective support, protection and justice and recognise the additional needs of children from minority ethnic groups and disabled children, and the barriers they may face, especially around communication. Child protection forms part of the school's safeguarding responsibilities. The school Safeguarding and Child Protection policy is available in the staff room and on the shared drive and the school website: <http://www.st-edmunds-school.org/website/safeguarding/621931>

Safeguarding and child protection is **everyone's** responsibility.

This policy and Child Protection procedures apply to all staff, volunteers and governors in the school and they have been written in accordance with Keeping Children Safe in Education 2022 and Tower Hamlets Safeguarding Children Partnership supplementary guidance (THSCP)]. Our policy and procedures also apply to extended school and off-site activities.

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 St Edmund's Catholic 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)
- The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
- 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

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/ignl/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 ~~any~~ Child Safeguarding Practice Reviews.¹

6. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

- 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

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.



have been identified as suffering or being at risk of suffering significant harm.

Child includes everyone under the age of 18.

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

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

7. ROLES AND RESPONSIBILITIES

The Governing Body has 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 Mr Philip Aspden.**

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 takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis, including online safety and understanding the filtering and monitoring systems and processes in place. Designated Safeguarding Leaders are notified and then respond in line with school expectations.



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; and a responsibility to report safeguarding concerns immediately to the DSL. Staff report concerns using Child Protection Online Monitoring System (CPOMS) - <https://stedmundsmillwall.cpoms.net/auth/identity?origin=https://stedmundsmillwall.cpoms.net/>

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)

² <https://www.equalityhumanrights.com/en/human-rights>



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- 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).

Please find our Equality Policy on our school website:

https://www.st-edmunds-school.org/web/policiesproceduresprivacy_notice/282297

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.

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.

At St Edmund's Catholic Primary School, we promote the welfare of children by

1. creating a safe and supportive learning environment:
 - By implementing an anti-bullying environment. We have 'I feel safe at school because' posters displayed around our schools. These posters have a list of who trusted adults are within the school and who they can talk to if they feel unsafe.
2. in-house counselling services:
 - This service supports children who are facing emotional challenges, family issues or mental health concerns.
3. having zero-tolerance for discrimination:
 - Inclusive policies and equal opportunities
 - We work with the organisation Show Racism The Red Cad
4. training staff about diversity and inclusion
5. we ensure that reasonable adjustments are made to accommodate students with disabilities and offer targeted support for children with special educational needs.

As evident in the Serious Case Review of 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.

³ <https://chscp.org.uk/wp-content/uploads/2022/03/Child-Q-PUBLISHED-14-March-22.pdf>



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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.

The school has recently taken part in the "Say No to Racism campaign", including a whole school assembly followed by workshops for KS2.

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.

⁴ https://www.towerhamlets.gov.uk/ignl/community_and_living/Inequality-Commission/Black-Asian-and-Minority-Ethnic-Inequalities-Commission.aspx



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 DSL.

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 may have experienced adversity and trauma that can leave them vulnerable to further harm. The child may be educationally disadvantaged which may 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.

The 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 non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker. The Virtual School is in Tower Hamlets to raise attainment for young people through monitoring and tracking children's progress.

Staff must be vigilant and proactive in supporting children known to a social worker, ensuring their safety and well-being. This involves closely monitoring their behaviour, attendance, and academic performance, and promptly reporting any concerns to the safeguarding lead. Staff must work collaboratively with social workers, attending relevant meetings, and sharing important information.

Confidentiality is essential, with sensitive information handled carefully and only shared with appropriate personnel. Staff should provide emotional support, create a safe learning environment, and be aware of any support plans in place, ensuring these children receive the additional attention and care they may need.

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.⁵ 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

⁵ For further information staff should read relevant government guidance including [Promoting and supporting mental health and wellbeing in schools and colleges \(2022\)](#) and [Mental Health and Behaviour in Schools \(2018\)](#)



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of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

At St Edmund's Catholic Primary School, children, staff members and parents can complete an online referral form.

The Mental Health Leads at our school are currently Ms John and Mr Antoniou.

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 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.

The Designated Teacher (DT) is the Inclusion Manager and SENCO, and will work together to safeguard and promote the educational outcomes of Looked After Children (LAC) and Care Leavers.

The DT coordinates tailored support, ensuring Personal Education Plans (PEPs) are developed and implemented, while the virtual school teacher provides oversight, monitoring progress and advocating for these children at a local authority level.

All staff must be aware of each LAC's unique needs, offer emotional support, and adapt their teaching to help them succeed. Staff should also maintain strong communication with the DT and promptly report any concerns regarding the child's well-being or academic progress.

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:



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- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionately impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.

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

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

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

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

At our school, we are committed to creating a safe, inclusive, and supportive environment for all students, including those with Special Educational Needs and Disabilities (SEND) and physical health conditions. We recognise the unique challenges these students face and have implemented comprehensive measures to support and safeguard their well-being.

Support and Safeguarding Measures

1. **Individualised Support Plans:** Each child with SEND has an individualised support plan tailored to their specific needs. These plans are developed collaboratively with parents, specialists, and the students themselves to ensure that the support provided is both effective and appropriate.
2. **Accessible Learning Environment:** We strive to make our school physically accessible to all students. This includes elevators, adapted toilets, and specialised equipment.
3. **Specialist Staff:** Our school works closely with specialists such as Outreach teachers from Stephen Hawking School, Phoenix School, Teacher of the Deaf, learning support assistants, and health professionals, who work closely with SEND pupils to provide the necessary support.
4. **Training and Awareness:** All staff receive regular training on SEND issues through National College, safeguarding, and recognising the signs of abuse or neglect. This training ensures that staff are equipped to identify and respond to any concerns



promptly and effectively.

5. **Inclusive Policies:** Our policies explicitly outline the procedures for safeguarding SEND pupils. These policies are reviewed regularly to ensure they remain effective and inclusive.
6. **Regular Monitoring and Review:** We conduct regular reviews of each SEND pupil's progress and well-being. This includes academic performance, social integration, and emotional health. Adjustments to support plans are made as necessary to address any emerging needs.

Making Safeguarding Systems Accessible

1. **Clear Communication:** We ensure that all safeguarding information is presented in accessible formats. This includes easy-to-read documents, visual aids, and, where necessary, communication aids tailored to individual needs.
2. **Designated Safeguarding Leads (DSLs):** Our DSLs are trained to understand and respond to the unique safeguarding needs of SEND pupils. They are approachable and ensure that pupils feel safe to express any concerns.

Vigilance and Overcoming Barriers

1. **Heightened Awareness:** Staff must maintain a heightened awareness of the increased vulnerability of SEND pupils. This includes being vigilant to changes in behaviour, physical signs of distress, or withdrawal, which may indicate underlying issues.
2. **Building Trusting Relationships:** Staff should focus on building strong, trusting relationships with SEND pupils. This rapport helps pupils feel safe and more likely to communicate any issues they may be facing.
3. **Consistent Communication:** Regular, clear communication with parents and caregivers is essential. This ensures that any concerns can be addressed quickly and that there is a coherent support system in place both at school and at home.
4. **Addressing Known Barriers:** Staff must be proactive in identifying and addressing barriers to learning and participation. This includes ensuring that learning materials are accessible, providing necessary accommodations during assessments, and fostering an inclusive classroom environment.
5. **Collaboration with External Agencies:** When necessary, we work closely with external agencies and professionals to provide additional support. This collaboration ensures that pupils receive comprehensive care that addresses all aspects of their well-being.

By implementing these measures, we aim to ensure that all SEND pupils are safeguarded effectively and have equal access to a safe and supportive educational environment. Our commitment to vigilance, inclusivity, and continuous improvement underpins our approach to supporting these students and overcoming any barriers they may face.

14. CHILDREN MISSING EDUCATION AND CHILDREN MISSING

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



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

We have a dedicated Attendance Welfare Officer (AWO) who monitors absences and contacts parents to determine the reason for any student's absence. Staff must follow the school's Attendance Policy by promptly reporting any concerns about a student's attendance to the AWO, especially in cases of frequent or unexplained absences. Staff should also remain vigilant for patterns of poor attendance and communicate concerns to the designated safeguarding lead if necessary. Ensuring timely follow-up helps promote regular attendance and student well-being.

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

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

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 head teacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family.

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

16. WHISTLEBLOWING

All staff members and governors 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. Please find our Whistleblowing Policy on our school website: https://www.st-edmunds-school.org/web/policiesproceduresprivacy_notice/282297



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

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

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

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2022 Part 4 and THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2022.

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

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

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

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

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

Concerns about staff that do not meet the harm threshold and the allegation criteria



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set out above are known as Low-Level Concerns. Staff should report low-level concerns and self-report low-level concerns about themselves in accordance with the school's procedures on low-level concerns, which are found in the school's Staff Code of Conduct.

Please find our Staff Code of Conduct on our school website:

https://www.st-edmunds-school.org/web/policiesproceduresprivacy_notice/282297

18. STAFF TRAINING INCLUDING TRAINING FOR GOVERNORS

In addition to School Staff, Governors and Trustees are required to have **compulsory safeguarding training** as part of their induction and to maintain their knowledge through regular safeguarding training and updates.

Through regular safeguarding training and updates, staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements in place.

Safeguarding training and annual refresher training is mandatory for all staff, including evidence that they have read and understood KCSIE 2024 1. The first day of the academic year is for Safeguarding training and regular questionnaires are issued for all staff to complete.

19. VISITORS

All visitors who attend our school, will need to sign in and out at the front office. A pass is issued with the visitor's picture, and it must be worn at all times around the school. All visitors must be escorted around the school with a member of staff.

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](#).

20. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Extended and off-site activities undergo comprehensive risk assessments to identify potential hazards and ensure student safety. These assessments cover transportation, supervision, and environmental risks. Our school's Child Protection Policy and safeguarding procedures apply fully when staff directly manage and supervise activities. Staff are trained to recognise and respond to safeguarding concerns, ensuring the same protective measures in place at school extend to external environments, maintaining the welfare and safety of all participating students.

At our school, we ensure effective safeguarding arrangements during off-site activities by conducting thorough risk assessments, ensuring staff are trained in safeguarding protocols,



and maintaining appropriate student-to-staff ratios. Staff collaborate with external providers to verify their safety standards, while also securing parental consent and medical information. Clear communication is maintained with parents, and emergency procedures are established. Safeguarding policies extend to all environments, including residential visits and work-related activities, always ensuring pupils' safety.

Where services or activities are provided separately by another organisation, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. The school will ensure that all safeguarding requirements are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

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 non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they



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

Neglect - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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 may be the first sign that a child has experienced harm. Staff will therefore exhibit professional curiosity and understand that a child may be communicating a concern through their actions and behaviours and take a safeguarding approach when responding to behaviours.

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

The school ensures children can voice concerns through various systems: posters around the school, classroom "worry monsters" for anonymous notes, and access to trusted adults and an in-house counsellor. These resources create a safe environment where students feel

supported in sharing any worries or issues they may have.

24. SAFEGUARDING ISSUES

Child Sexual Exploitation

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

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

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

Staff should be vigilant and be aware of the following indicators of CSE, which is by no means an exhaustive list, and 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.

The Department for Education (DfE) recognised PSHE education's importance to



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safeguarding when introducing statutory RSHE in 2020, providing the rationale that:

'Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety'.

This is because the evidence is clear regarding PSHE education's role in keeping children safe and supporting them to seek help when necessary. We've highlighted some of this evidence in a new 'PSHE education and safeguarding' briefing alongside key considerations for ensuring safe, effective practice (these include the need for regular curriculum time, trained teachers and ensuring age and developmentally appropriate provision).

Themes taught in RSE & PSHE include: internet safety, cyber bullying, positive/negative behaviour in friendships, my body, harmful substances to promote awareness of personal safety and that of others.

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

Child Criminal Exploitation Including County Lines

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



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

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

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

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

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

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

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

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](#).



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When referring children at risk of Exploitation to MAST, the school will consider 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.

Serious Youth Violence

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

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 School' 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



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children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;

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

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

St Edmund's uses the LGFL filtering system called 'School Protect'. All school devices sit behind a checkpoint firewall system that is managed by LGFL. The school has the ability to run reports periodically to review if anyone has attempted to access a blocked site.

For active monitoring purposes, if concerning terms such as "suicide" are typed into a web browser by a child, an alert will usually be sent to the DSL.

As a school, we provide children with access to Google Classroom, which is password protected and compliant with Google's encryption and security. However, we have limited control over home devices and Internet Access that isn't managed by the school

The LGFL Online Safety Audit is used when reviewing Online safety and managing ongoing risk assessments.



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The school is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. 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.

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. Please refer to our Mobile Phones Policy on our school website for further information.

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.

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



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detrimental and long-term impact on their health, well-being, development, and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home because of the abuse. Children can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'.

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

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

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: Amy-Kate.Garwood2@towerhamlets.gov.uk. Schools can also sign up to the VAWG Pledge.

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

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

Female Genital Mutilation

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

[HM Government Multi-Agency Statutory Guidance on FGM](#)

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



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where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

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

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 fm@fcdo.gov.uk.

Please refer to the **Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines [The Right to Choose](#) Updated June 2022** for 8kk7u73w.

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).

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.



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- 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).

For further information, please refer to **Statutory guidance on the Prevent duty 2023 (Updated March 2024), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. Paragraphs 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).

As part of our Prevent Duty, our school completes and regularly reviews its Prevent Risk Assessment and Prevent Checklists. This ensures potential risks of radicalisation are identified and mitigated. Staff receive training, policies are updated, and safeguarding procedures are strengthened to protect students from extremist influences and promote a safe environment.

Staff at our school have undergone Tower Hamlets Prevent training and will continue to do so annually. Our school use Ten Ten and Religious Education Directory (RED) resources to enable our pupils to discuss issues of religion, ethnicity and culture. We promote British Values across the school curriculum.

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.



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Child-On-Child Abuse

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

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

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. The school adopts a Zero Tolerance Approach to child-on-child abuse.

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

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

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

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



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

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.

For further information on our Child Protection policy at https://www.st-edmunds-school.org/web/policiesproceduresprivacy_notice/282297

Procedures for Recording, Investigating, and Dealing with Allegations of Child-on-Child Abuse

1. Recording Allegations

- All allegations of child-on-child abuse must be reported immediately to the Designated Safeguarding Lead (DSL) or a Deputy DSL.
- Incidents will be recorded on the school's safeguarding system – CPOMS, with clear details of the incident, including dates, times, individuals involved, and actions taken.
- Confidentiality will be maintained, and records will be securely stored and accessible only to authorised staff.

2. Investigating Allegations

- The DSL will initiate an investigation in accordance with statutory guidance from Keeping Children Safe in Education 2024 and the school's safeguarding policy.
- Investigations will involve speaking to all parties involved, ensuring fairness, and gathering evidence (written accounts, witness statements).
- Parents or guardians of both the victim and alleged perpetrator will be informed promptly unless doing so would place the child at further risk.
- Where necessary, external agencies such as MAST, children's social care or the police will be consulted or involved.

3. Dealing with Allegations

- Appropriate actions will be taken based on the findings of the investigation, which may include disciplinary measures in line with the school's behaviour policy.
- The safety and well-being of all students will remain the priority throughout.
- Outcomes will be communicated to relevant parties while ensuring confidentiality is respected.

Processes for Supporting Victims, Perpetrators, and Other Children Affected by Child-on-Child Abuse

1. Supporting Victims

- Victims are offered a trusted adult to provide ongoing emotional support.
 - External support agencies are also offered as appropriate.
 - Victims have a tailored support plan, which may include changes to seating arrangements, timetable adjustments, or additional monitoring during school hours



to ensure their safety and well-being.

2. Supporting Perpetrators

- Support focuses on addressing the underlying reasons for the behaviour through intervention programs (restorative justice or mentoring).
- Educational measures will be implemented to help the perpetrator understand the impact of their actions and develop appropriate behaviours.
- Where necessary, referrals will be made to external services, such as CAMHS or youth offending teams, for additional support.

3. Supporting Other Children Affected

- Witnesses or other children affected will be provided with access to pastoral care to discuss their feelings and concerns.
- Group interventions or educational workshops may be arranged to address the impact of the incident and reinforce positive relationships.
- Monitoring will take place to ensure all children involved feel safe and supported within the school environment.

4. Whole-School Approach

- The school promotes a culture of respect and inclusion through PSHE and Relationships Education, ensuring all students understand the importance of kindness and the consequences of harmful behaviour.
- Staff training equips all members of the school community to recognise and address child-on-child abuse effectively.

These procedures and processes are reviewed regularly to ensure compliance with statutory guidance and their effectiveness in safeguarding children.

25. 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:

- children under the age of 13 can never consent to any sexual activity;
- the age of consent is 16



- sexual intercourse without consent is rape.

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:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence such as:
 - consensual and non-consensual sharing of nudes and semi-nude images and/or videos.
 - sharing of unwanted explicit content;
 - upskirting
 - sexualised online bullying
 - unwanted sexual comments and messages, including, on social media
 - sexual exploitation, coercion and threats

On a case-by-case basis the school will liaise with Children's 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.

The school takes seriously its duty to respond appropriately to all reports and concerns



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

26. 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).

In response to Youth Produced Sexual Imagery, our school follows UKCIS's "Sharing Nudes and Semi-Nudes" guidance. Staff are trained to handle incidents sensitively, ensuring the safety and privacy of affected students. The school avoids criminalising young people, prioritises safeguarding, and works with relevant authorities to manage and address the situation appropriately. **Advice from Education Settings working with Children and Young People Updated March 2024.**



27. 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).

Please refer to our school's Behaviour Policy for further details.

28. 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

29. 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.

30. 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.

31. 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](#).

32. 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 of 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

33. 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

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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.

34. 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.

35. TAKING SAFEGUARDING ACTION

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

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

Timeframe	Action	Details
Immediately (Within 10 Minutes)	1. Identify and report the concern.	- Staff member identifies a safeguarding concern. - Record the concern on CPOMS. - Report to the DSL.
	2. Speak to the DSL.	- Provide a verbal report to the DSL or Deputy DSL for immediate assessment.
Within 30 Minutes	3. DSL assesses the concern.	- The DSL evaluates the threshold of concern. - If there's immediate danger, contact MAST or the police. - Inform parents unless unsafe to do so.
Within 1 Hour	4. Decide on intervention.	- DSL determines next steps: • Low-level concern: Address internally with pastoral support. • Serious concern: Make a referral to MAST.
	5. Record decisions and actions.	- Log all actions, decisions, and communication on CPOMS.
Same Day (Within a Few Hours)	6. Follow up referrals or Early Help.	- Initiate Early Help Assessment if appropriate.
	7. Monitor and support the child.	- Provide immediate pastoral or practical support to the child. - Brief relevant staff if ongoing support is required.

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Timeframe	Action	Details
Ongoing (1–5 Days)	8. Monitor progress of external support.	- DSL tracks responses from external agencies and follows up if necessary.
	9. Arrange multi-agency meetings (if needed).	- Set up Team Around the Child (TAC) or Team Around the Family (TAF) meetings to coordinate multi-agency support.
	10. Review and adapt support.	- Regularly review the support provided to ensure it meets the child's needs.
Within 10 Working Days	11. Confirm agency feedback.	- Ensure feedback from MAST is received and recorded.
	12. Plan long-term support and monitoring.	- Collaborate with external agencies and adjust school support plans as required.

36. 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.

School's Early Help Strategy

The school is committed to providing an effective Early Help strategy to identify and respond to the needs of children and families at the earliest possible stage. Early Help aims to prevent concerns from escalating by offering targeted support and interventions, working collaboratively with children, families, and other agencies to ensure positive outcomes.

Early Help Response at St Edmund's Primary School

1. Identification of Need

- Staff are trained to recognise early signs of vulnerability, including changes in behaviour, attendance concerns, emotional distress, and academic challenges.
- Concerns are reported promptly to the Designated Safeguarding Lead (DSL) or Deputy DSL, who assesses the situation and determines the appropriate level of support.

2. Internal Pastoral Support System

- Support may include mentoring or targeted interventions such as social skills programs, resilience-building workshops or behaviour support plans.
- Regular pastoral meetings ensure that concerns are reviewed and support is adjusted as needed.

3. Provision of Additional Support

- For children requiring more targeted assistance, the school offers interventions



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tailored to individual needs, such as 1:1 sessions, group work, or academic support programs.

- The school collaborates with external partners, including educational psychologists, behaviour specialists and local charities, to provide further expertise and resources.

Use of Early Help Assessment (EHA)

1. Initiating the EHA

- When additional needs are identified that require multi-agency support, the school work with the family to complete an Early Help Assessment (EHA).
- The EHA provides a detailed understanding of the child's and family's needs, strengths and areas where support is required.
- The process is voluntary and the family's consent is sought before initiating the assessment.

2. EHA Reviews

- Progress is monitored through regular EHA review meetings involving the family, school staff, and any external agencies involved.
- Reviews ensure that the support plan remains effective and is adapted as the child's needs evolve.

3. Team Around the Child/Family (TAC/TAF) Meetings

- When multi-agency involvement is necessary, the school participates in TAC/TAF meetings to coordinate support effectively.
- The DSL or a nominated staff member acts as the lead professional to ensure that actions are followed up, communication is clear, and all agencies work collaboratively to achieve the best outcomes for the child and family.

Referrals to Children's Social Care

1. Meeting the Threshold for Social Care Intervention

- If the Early Help response indicates that the child is at risk of significant harm or that their needs exceed the threshold for Early Help, the DSL will make an immediate referral to Children's Social Care.
- The school uses local safeguarding procedures and thresholds to determine when a referral is required.

2. Referral Process

- Referrals are made with clear and detailed information about the concerns, including evidence gathered through the Early Help process.
- Parents or guardians are informed of the referral unless this would place the child at further risk of harm.

3. Ongoing Involvement

- After a referral, the school continues to provide support to the child and family, working alongside social care and other agencies.
- The DSL ensures that the school's role in safeguarding is clearly defined in any Child Protection Plans or Child in Need Plans.



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Commitment to Collaboration and Review

The school reviews its Early Help strategy regularly to ensure it remains effective and responsive to the needs of children and families. Staff training and development are prioritised to maintain high standards of practice, ensuring every child has the opportunity to thrive in a safe and supportive environment.

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

Child Protection Advice Line: 020 7364 3444

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

37. HANDLING THE REPORTING OR SHARING OF CONCERNS

Below is the flowchart staff use to report concerns:

Step	Action	Contact
1. Recognise the Concern	Identify any signs of abuse, neglect, or safeguarding risks.	
2. Report to the DSL	Immediately inform the Designated Safeguarding Lead (DSL) . If the DSL is unavailable, report to the Deputy DSL or the Headteacher .	Antonis Antoniou Paulla Dean Deputy DSL: Rebecca Marfo, Laurel John, Lisa Spencer
3. Document the Concern	Record all details clearly and factually, including: - Date, time, and observations.	

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	- Any disclosures made by the child (use their exact words).	
	Submit the report via the school's safeguarding system (e.g., CPOMS or equivalent).	
4. DSL Reviews and Takes Action	The DSL will review the information and decide on appropriate next steps, including contacting external agencies if required.	MASH Contact Number: Phone: 020 7364 5006, Option 2 or 3 Email: MAST@towerhamlets.gov.uk
	If immediate action is needed, the DSL contacts:	Emergency Duty Team (for urgent concerns outside office hours): Phone: 020 7364 4079 (after 5pm and at weekends)
5. Follow-Up	Teachers monitor the child and report further concerns to the DSL.	
	The DSL ensures updates are provided to staff where appropriate.	
6. Confidentiality	Safeguarding details remain strictly confidential and are shared only with relevant personnel.	

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.

Notification of Parents

The school is committed to keeping parents informed about significant incidents, concerns, or events involving their child. Parents will be notified promptly in situations such as:

- Accidents or injuries requiring medical attention.
- Behavioural incidents that result in significant consequences (e.g., suspensions).
- Emergencies impacting student safety, such as school closures or evacuations.
- Academic concerns that require parental involvement or intervention.

However, there may be specific circumstances where parents are not immediately informed, including:

- **Safeguarding Concerns:** If notifying parents immediately may compromise a child's safety or well-being, for example, in cases where there are concerns about abuse or neglect at home. In such cases, the school will follow safeguarding procedures and consult with relevant authorities before contacting parents.
- **Emergencies Being Managed:** During an ongoing emergency (e.g. fire evacuation or lockdown), the school's priority will be ensuring the safety of all students. Parents will be informed as soon as it is safe and practical to do so.

St Edmund's priority in all circumstances is the safety, well-being, and best interests of the child.

38. 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.

Gaining Consent

The school recognises the importance of gaining consent from parents or guardians when decisions or actions directly affect their child. Consent will be sought in situations such as:

- Participation in trips, extra-curricular activities, or special programs.
- The administration of medications or medical treatments (except in emergencies).
- Use of images or recordings of the child for school purposes.

However, there are specific circumstances where it may not be possible or appropriate to gain consent.

1. When Gaining Consent Is Not Possible:

- In emergency situations where immediate action is required to protect the health or safety of the child (e.g. administering first aid or calling emergency services).
- When parents or guardians cannot be reached despite reasonable efforts and a decision must be made in the best interest of the child.

2. When Gaining Consent May Put the Child at Further Risk of Harm:

- In cases where there are safeguarding concerns, such as suspected abuse or neglect and seeking parental consent may increase the risk to the child. In these situations, the school will follow statutory safeguarding procedures, including consultation with child protection authorities or relevant professionals before making contact with parents.

The school is committed to always acting in the best interests of the child, prioritising their safety, well-being and rights.

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.

39. 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.

40. 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](#) DSL will first make contact in writing with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference. It is important that the DSL at each point of escalation puts the concerns in writing.

Useful Links for the Tower Hamlets Multi-Agency Support Team

1: [MAST Continuum of Need Matrix](#)

2: [MAST Request for Support Form](#)

Signed: Phillip Aspden
Chair of the Teaching & Learning Committee

PAspden

Date: 10th February 2025