



# Langdon Park School

## SCHOOL POLICY FOR SAFEGUARDING AND CHILD PROTECTION

**Updated: October 2019**

**Review Date: August 2020**

Date	Updates/Amendments
<p>1<sup>st</sup> September 2019</p> <p>Updated in January 2020 after feedback from the LA's Safeguarding Audit.</p>	<ul style="list-style-type: none"> <li>• Upskirting</li> <li>• Serious Violence</li> <li>• The management of Safeguarding-local safeguarding partners</li> <li>• Safer Recruitment Section 128 checks</li> <li>• Whistleblowing</li> <li>• Private Fostering arrangements</li> <li>• Children with family members in prison</li> <li>• Early Help Hub</li> <li>• Clarification within Honour Based violence</li> <li>• Online Safety Guidance link</li> <li>• Roles and Responsibilities-name changes, including LADO</li> </ul>

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## 1. PURPOSE, Aims and Ethos:

The purpose of **Langdon Park School's** safeguarding policy is to ensure every child who is a registered student at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Take action to enable children and young people at our school to have the best outcomes.

This policy will give clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school. The term 'child' refers to a young person under the age of 18.

The child's welfare is of paramount importance. Our school maintains an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something. Staff are trained to respond accordingly and take appropriate action.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

All staff will go through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose and who will be to (DSL or Deputy DSL).

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe, including online safety.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies to safeguard children.

## Local Safeguarding Partners

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education 2019 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

For additional guidance on Managing Allegations and Child Protection procedures from Tower Hamlets Safeguarding Children's Board (THSCB) please go to:

[www.towerhamlets.gov.uk/Documents/Children-and-families-services/THSCParrangements](http://www.towerhamlets.gov.uk/Documents/Children-and-families-services/THSCParrangements)

## 2. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2019) and Working Together to Safeguard Children (2018), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques.

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

## Equality Statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (CLA)

## ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Lead Professional (DSL)	Claire Frost (SLT)	c/o Langdon Park School
Deputy Designated Lead Professional	Lify Begum	c/o Langdon Park School
Headteacher (also Safeguarding Trained)	Nicholas Langham	c/o Langdon Park School
Alternative Safeguarding Trained Staff	Mary O'Brien (DHT), Spencer Prichard (AHT), Matthew Farrow (AHT), Kathrin Meinicke (SBM)	c/o Langdon Park School

**PROFESSIONAL**

**INCLUSION**

**PEDAGOGY**

**CURRICULUM**

Named Safeguarding Governor	Paul Bargery	c/o Langdon Park School
Chair of Governors	Stephen Purse	c/o Langdon Park School

## Staff

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff [behaviour policy/code of conduct], the role and identity of the designated safeguarding lead (DSL) and [deputy/deputies], the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation

Staff will read Keeping Children Safe in Education (Part 1) and Annex A at least once a year and will sign a statement to confirm this has been completed. Staff will also follow the Code of Conduct to ensure their behaviour is appropriate at all times and any concerns are reported accordingly.

## The Governing Body

The Governing Body of Langdon Park School is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our students, we also have a named governor who champions safeguarding within the school.

The Governing Body will ensure that:

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- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance
- The school contributes to inter-agency working in line with 'Working Together to Safeguard Children (2018)
- A member of the senior leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are alternate and appropriately trained members of staff identified to deal with any issues in the absence of the Designated Safeguarding Lead. There will always be cover for this role
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct
- All staff undertake appropriate child protection training that is updated regularly
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance
- Safer recruitment practices are followed in accordance with the requirements of '[Keeping Children Safe in Education](#)' DfE (September 2019)
- All governors will read '[Keeping Children Safe in Education](#)' DfE (September 2019) and sign the confirmation document in line with staff members
- They consult with the DSL and head teacher any weakness in regard to our safeguarding arrangements that are brought to their attention and ensure they are resolved
- The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the head teacher, where appropriate

### The Headteacher

At Langdon Park School the Headteacher is responsible for:

- Identifying a member of the senior leadership team to be the Designated Lead Professional for safeguarding (DSL);
- Identifying an alternate member of staff to act as the Designated Lead Professional (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;

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- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.
- Ensure staff undertake regular and appropriate safeguarding and child protection training

### **The Designated Safeguarding Lead (DSL)**

The Designated Lead Professional (DSL) is a member of the leadership team. The DSL is Claire Frost and she will take lead responsibility for child protection and wider safeguarding issues and training. The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded using the 'safeguard' software or by secure email and given to the DSL.

The DSL or Deputy DSL (Lify Begum) at Langdon Park School will:

- represent our school at Child Protection Conferences, core group meetings, strategy meetings and Children In Need review meetings.
- Through appropriate training, knowledge and experience our DSL will liaise with Children's Services and other agencies where necessary and make referrals of suspected abuse to Children's Services. (MASH)
- The DSL will also ensure that they 'gate keep' any referrals or requests for information that contribute to assessment of a child and/or their siblings.
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- If the DSL or deputy are not available then the alternative trained staff (see section 4) should be consulted.
- Out of school hours the DSL can be contacted via email at [frostc@langdonpark.org](mailto:frostc@langdonpark.org)

The DSL will maintain records and child protection files ensuring that they are kept confidential and stored securely. The DSL and deputy will have full access rights to 'safeguard' information and ensure these secure online records are also kept up to date.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

### **Confidentiality**

- Timely information sharing is essential to effective safeguarding

- 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
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

## Training and Induction

When new staff, volunteers or regular visitors join our school they will be informed of the safeguarding arrangements in place. **They will be given a copy of our school's safeguarding policy** along with **the staff code of conduct** and told who our DSL and Deputy DSL are available for safeguarding purposes. The school's [safeguarding leaflet](#) is provided to all visitors at reception.

Every new member of staff or volunteer will have an induction period that will include essential safeguarding information. This programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record any issues of confidentiality. The induction will also remind staff and volunteers of their responsibility to safeguard all children at our school and the remit of the role of the Designated Safeguarding Lead (DSL).

In addition to the safeguarding induction, all members of staff will undertake appropriate safeguarding training on a regular basis in accordance with advice from the 3 safeguarding partners and any internal training based on individual needs. Copies of the safeguarding policy, behaviour policy and staff Code of Conduct are held in an e-file on all staff computer desktops, named "Behaviour and Safeguarding".

The DSL, Deputy DSL and any other designated member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses at least once every two years. In addition to this, the DSL and Deputy DSL will attend any specific Designated Safeguarding Lead training provided by **the 3 safeguarding partners**.

All staff must sign a confirmation letter to confirm they have read the information at least once a year. All staff must complete the online 'safeguard' training once a year. The DSL will also provide regular safeguarding updates for staff both through the mediums of email, half termly bulletin, staff training days and weekly briefings.

## PROCEDURES FOR MANAGING CONCERNS AND DISCLOSURES

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy- "**any concern is worth sharing**".

All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory only could lead to a failure to protect.

It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

### Managing a disclosure

- Listen attentively to student. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset-be aware of your body language
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgment on it.
- Inform the DSL or next appropriate person as soon as possible.

All concerns about a child or young person should be reported **without delay** and recorded in writing, either through 'safeguard' or via secure email. If there is perceived 'imminent danger' a member of staff or visitor must not leave the site without confirming that the DSL or appropriate alternative member of staff is aware of the concern. This can be done either in person or via telephone. "Imminent danger" refers to immediate risk or danger a child may be in and immediate action is required to safeguard them and/or others. Anybody can make a referral to CSC (Children's Social Care). If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher.

Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from Children's Services Multi Agency Support Hub (MASH) as required. **In the case of an emergency or sexual abuse case the DSL should also confirm with MASH if a direct referral to the police or CAIT (Child Abuse Investigation team) is required. In the event of an emergency the school should phone 999.** All information and actions taken, including the reasons for any decisions made, will be fully documented.

### Early Help Hub

In the event of a MASH referral not meeting the threshold for CSC intervention the case may be referred to the Early Help hub. If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Tower Hamlets Early Help Hub can be contacted on **0207 3645005**.

Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the DSL, Deputy DSL and other designated staff and the Headteacher are all unavailable
- they are convinced that a direct report is the only way to ensure the student's safety

Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed

appropriately at this point they should contact Children's Services directly with their concerns.

### Reporting FGM (Female Genital Mutilation)

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in **appendix 4**.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they should also discuss the case with the DSL and involve children's social care as appropriate.

### REPORTING RADICALISATION/EXTREMISM

If a student or member of staff has a concern about another student in this area it should be reported as any other safeguarding concern to the DSL or Deputy DSL. Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

### RECORDS AND INFORMATION SHARING

If staff are concerned about the welfare or safety of any child at our school they will record their concern in writing, either through 'safeguard' or secure email. They should ensure that the record is signed and dated. Any concerns should be passed to the DSL without delay. If recorded on 'safeguard' software an email will be generated to the DSL and their deputy. Once the concern has been read and acknowledged reporting staff will receive an email to confirm this.

Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. They will also be uploaded to 'safeguard' which is secure. Files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of '**need to know in the child's interests**' and on the understanding that it remains strictly confidential.

When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner.

## WORKING WITH PARENTS & CARERS

Langdon Park School is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When new students join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child **unless** to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and up to date contact details of all adults with whom the child normally lives;
- Full names and up to date contact details of all persons with parental responsibility (if different from above);
- At least two contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above);
- Legal documentation that confirms any molestation orders or injunctions against adults in regard to contact with students.

The School will retain this information on the student file and management system. The school will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the school has been supplied with the adult's full details in writing and relationship with the child.

## CHILD PROTECTION CONFERENCES

Children's Services will convene an Initial Child Protection Conference (ICPC) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference (CPRC) will take place once a child has been made the subject of a Child Protection (CP) plan or a Child in Need (CIN) plan in order to monitor the safety of the child and the required reduction in risk.

Pastoral staff members or the SENDCO may be asked occasionally to attend a Child Protection Conference or core group meetings on behalf of the school in respect of individual children they have significant contact with. Usually the person representing the school at these meetings will be the DSL or their deputy. In any event, the person attending will need to have as much relevant up to date information about the child as possible, such as attendance data, academic progress, social interaction, and behaviour data, plus additional concerns; staff may be required to contribute to this process and should understand the importance of providing this information. **There is an expectation of staff to use the meeting record proforma held on the school drive to take notes and pass onto the DSL for record keeping purposes.**

Clearly Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection or Child in Need plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents, wherever possible.

## SAFER RECRUITMENT

We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2019).

At Langdon Park School we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

We will maintain a comprehensive Single Central Register of all safer recruitment checks carried out in line with statutory requirements. The School Business Manager is responsible for the Single Central Register with regular monitoring checks by the DSL and the Safeguarding Governor.

## SAFER WORKING PRACTICE

All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should be left open. 1-1 academic work should be agreed with Heads of Faculty before it is undertaken.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in '*Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings*', DCSF, May 2019. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

KCSIE 2019 guidance now clarifies that:

- Maintained schools should carry out section 128 checks on their governors
- Associate members don't need to have an enhanced DBS check.

## MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of '*Keeping Children Safe in Education*', DfE (2019) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO).

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

Melanie Benzie 4th Floor Mulberry Place  
5 Clove Crescent  
London E14 2BG  
0207 364 0677  
Email: [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk)

## **WHISTLEBLOWING**

Whistleblowing takes place when a member of staff discloses information regarding a wrongdoing in the workplace that is in the public interest. This could involve an individual or group of individuals involved in breaking the law in the workplace or an individual attempting to cover up an unlawful act. In the first instance staff members should raise their concerns with the Headteacher, Deputy Headteacher, line manager or Trade Union Representative. There must be reasonable grounds for any suspicions, and as much detail as possible provided.

There may be a case where it is not appropriate for a member of staff to raise concerns with their Headteacher/Manager, for example where the staff member suspects their Headteacher/Manager may be involved. In those cases, staff

members should report their concerns orally or in writing to the chair of the Governing Body. Alternatively, the NSPCC offer a confidential whistleblowing helpline: 0800 0280285.

The school will aim to keep the 'whistleblower' informed of the progress of the investigation and its likely timescale, unless the report is made anonymously.

Staff should feel confident in raising any concerns under the whistleblowing policy, as long as there is a reasonable belief they are acting in the public interest. However, in cases where allegations are found to be malicious, made in bad faith or for personal gain (for example made due to an employee holding a grudge against another employee), the employee may be subject to disciplinary action under the school's Disciplinary Policy.

## **SPECIFIC SAFEGUARDING ISSUES**

29. KCSIE 2019 Part One provides advice and guidance on specific safeguarding issue (See Appendix A)

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on websites such as the TES, NSPCC and The Key. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [Upskirting](#)- typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- [Serious Violence](#)- themes such as county lines, knife crime and exploitation
- [children missing from education \(CME\)](#)- Children of compulsory school age who are not registered pupils at a school and are not receiving suitable education elsewhere or have been missing from education for ten consecutive days.
- [child sexual exploitation \(CSE\)](#)- a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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.
- [peer on peer abuse](#)- children abusing children, including bullying and cyber bullying
- [sexual violence and harassment](#)-can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Youth sexual imagery (sexting)- Images or videos generated by children under the age of 18 that are of a sexual nature.
- female genital mutilation (FGM)- when a female's genitals are deliberately altered or removed for non-medical reasons.
- preventing radicalisation (PREVENT)- safeguarding and supporting those vulnerable to radicalisation.
- child missing from home or care- children who have been reported missing from their family home or care placement.
- domestic violence- physical, emotional and sexual abuse in couple relationships or between family members.
- Drugs- substances including cocaine, cannabis and amphetamines that alter a person's body or mind.
- fabricated or induced illness- behaviours by a parent or carer that may result in harm to a child or young person which may include deliberately inducing symptoms or signs including past medical history, interfering with treatments, exaggerating or falsifying symptoms, falsifying results of investigations, observations, medical letters and documents.
- faith abuse- harm caused to a person because of their religious belief.
- forced marriage- where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so.
- gangs and youth violence- a group of people who spend time in public places that see themselves (and are seen by others) as a noticeable group, and engage in a range of criminal activity and violence.
- gender-based violence/violence against women and girls (VAWG)- any act of violence that results in, or is likely to result in, physical, sexual, mental or economic harm to women
- mental health- a person's condition with regard to their psychological and emotional well-being
- private fostering- when a child under the age of 16 (or 18 if disabled) is looked after for 28 days or more by someone who is not their parent or a relative, and the arrangement was made privately.
- human trafficking- illegally transporting people from one country or area to another, typically for the purposes of forced labour or sexual exploitation.

## FURTHER INFORMATION ON A CHILD MISSING FROM EDUCATION

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to

do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority<sup>9</sup> of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify

<sup>8</sup> Regulation 4 of the Education (Pupil Registration) (England) Regulations 2006

<sup>9</sup> Regulation 12(3) of the Education (Pupil Registration) (England) Regulations 2006  
children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

<https://www.gov.uk/government/publications/children-missing-education>

## Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) is part of child sexual abuse (CSA) and involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

## Peer on Peer Abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). In kcsie 2019 it states that this is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence,<sup>8</sup> such as rape, assault by penetration and sexual assault;
- sexual harassment,<sup>9</sup> such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse
- upskirting,<sup>10</sup> which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery) and
- initiation/hazing type violence and rituals.

In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. Langdon Park School recognises that children are capable of abusing their peers. It will not be passed off as 'banter' or 'part of growing up'. The forms of peer on peer abuse are outlined below:

**Domestic abuse** – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.

**Child Sexual Exploitation** – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.

**Harmful Sexual Behaviour** – Children and young people presenting with sexual behaviours that are outside of developmentally 'normative' parameters and harmful to themselves and others.

The term peer-on-peer abuse can refer to all of these definitions and a child may experience one or multiple facets of abuse at any one time. Therefore, our response will cut across these definitions and capture the complex web of their experiences.

There are also different gender issues that can be prevalent when dealing with peer on peer abuse (i.e. girls being sexually touched/assaulted or boys being subjected to initiation/hazing type violence).

Langdon Park School aims to reduce the likelihood of peer on peer abuse through;

- the established code of conduct;
- high expectations of behaviour;
- clear consequences for unacceptable behaviour;
- developing a curriculum which supports pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe, along with pastoral support;
- systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
- robust risk assessments and targeted support for pupils identified as being a potential risk to other pupils and those identified as being at risk.

Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, Langdon Park School aims to educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.

Any concerns, disclosures or allegations of peer on peer abuse in any form should be referred to the DSL using the school's child protection procedures as set out in this policy. Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from Children Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.

Working with external agencies the school will respond to the unacceptable behaviour. If a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguarding measures, including a risk assessment will be put in place to promote the well-being of the pupils affected and the victim and perpetrator will be provided with support.

## Sexual violence and sexual harassment between children

### 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. This also includes rape and assault by penetration.

### Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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. Examples of sexual harassment could be:

- 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

Sexual violence and sexual harassment can occur between 2 children of any age and any sex or through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment:

- Exist on a continuum and may overlap
- Can occur online and offline (both physical and verbal)
- Are never acceptable
- It's important that all victims are taken seriously and offered appropriate support
- It's more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys. Children who are lesbian, gay, bisexual or trans (LGBT), or perceived to be so, may also be particularly targeted by their peers
- This is not "part of growing up", "banter", "just having a laugh" or "boys being boys" and we will not dismiss or tolerate this behaviour at LPS.
- Children with special educational needs (SEN) and disabilities are more vulnerable to sexual violence and harassment and additional barriers can exist when recognising abuse in these children. We will monitor these groups of students carefully to ensure they are safeguarded appropriately.

Risk Assessment

When there has been a report of sexual violence, the designated safeguarding

lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and all the other children, especially any actions that are appropriate to protect them (and, if appropriate, adult students and staff) at the school;
- The DSL will record the risk assessment and update when necessary. They will also liaise with social care or the police if required with any updates.

School Response:

There are four options available to the DSL:

- Managing the allegation internally;
- Referral to Early Help
- Referral to Social Care
- Report to the Police

Please see Sexual violence and sexual harassment between children in schools and colleges (DFE, May 2018) for further guidance.

[DFE Sexual Violence and Harassment Guidance May 2018](#)

## Serious Violence

The impact of serious youth violence has on individuals and the community is significant. Serious violence is now a recognised specific safeguarding issue in KCSIE 2019. All staff in schools and colleges should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. Any known cases or concerns should be reported to the DSL who will if necessary, take further appropriate action to support both victims and perpetrators. Appropriate action will be taken to prevent and address any subsequent issues, including the use of outside agencies to educate and support students in making the right choices.

[DFE Serious Violence Strategy](#)

## County Lines

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

The government describes county lines as 'a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas

within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities’. County Lines is seen as a form of child exploitation. We must consider that students with SEND are three times more likely to be exploited than other students and due care must be taken to safeguard them as a vulnerable group. School staff are trained to look for warning signs (eg persistently going missing from school or home and/or being found out-of-area; unexplained acquisition of money, clothes, or mobile phones; excessive receipt of texts/phone calls and/or having multiple handsets etc) and this should be reported in the same way as any other safeguarding concern.

[DFE Guidance on County Lines](#)

## Upskirting

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now also a recognised specific safeguarding issue in KCSIE 2019. This could be a form of sexual abuse and it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Any concern or disclosure should be treated with the utmost discretion and not discussed with other staff. It should be reported to the DSL immediately who will ensure further referrals are made to appropriate agencies such as MASH, Police etc.

[GOVT advice on upskirting](#)

## Youth Produced Sexual Imagery (Sexting)

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.
- All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’.

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate.

Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- The incident involves an adult;
- There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- The imagery involves sexual acts;
- The imagery involves anyone aged 12 or under;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police.

In applying judgement the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the child involved understands consent;
- the situation is isolated or if the image been more widely distributed;
- there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school.

The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This will be recorded on 'safeguard'.

### Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. The school will work closely with a child's family to support them if they have a relative in prison. For more guidance see the link below:

<https://www.rbkc.gov.uk/lscb/information-professionals-and-volunteers/nicco-national-information-centre-children-offenders>

[https://www.londoncp.co.uk/chapters/ch\\_visit\\_prison.html](https://www.londoncp.co.uk/chapters/ch_visit_prison.html)

### Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

The school will seek to investigate any private fostering arrangements and report to the LA any concerns. If imminent danger is suspected we will refer directly to MASH and the police.

## Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16- of the [Multi-Agency Practice Guidelines](#) , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

### Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers<sup>11</sup>, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism<sup>12</sup>. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### PREVENT

From 1<sup>ST</sup> July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard<sup>13</sup> to the need to prevent people from being drawn into terrorism"<sup>14</sup>. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

**PROFESSIONAL**

**INCLUSION**

**PEDAGOGY**

**CURRICULUM**

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Tower Hamlets Safeguarding Children Partnership (THSCP)
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. The Department for Education has also published revised advice for schools on the Prevent duty (2019). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

In the event of a concern to be referred the school will refer via MASH and seek the advice and support of the local authority's Prevent Education officer. The details of the designated Prevent Education officer are:

Jasmin Phillips

[Jasmin.Phillips@towerhamlets.gov.uk](mailto:Jasmin.Phillips@towerhamlets.gov.uk)

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<sup>12</sup> Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

13 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

14 "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

## Channel

School staff should understand when it is appropriate to make a referral to the Channel programme.<sup>15</sup> Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels<sup>16</sup>.

<sup>15</sup> Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

<sup>16</sup> Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015

### Policy Consultation & Review

This policy is available on our school website and is available on request from the school reception. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance September 2019.

This policy will be reviewed in full by the Governing Body on an annual basis. This policy was last reviewed and agreed by the Governing Body in October 2018. It is due for review by October 2019.

Signature \_\_\_\_\_ Headteacher \_\_\_\_\_ Date \_\_\_\_\_

Signature \_\_\_\_\_ Chair of Governors \_\_\_\_\_ Date \_\_\_\_\_

**PROFESSIONAL**

**INCLUSION**

**PEDAGOGY**

**CURRICULUM**

## Appendix A

### CAN I TELL YOU SOMETHING?

- The student has chosen you as someone they can trust
- Listen carefully and sympathetically
- Accept what they say without judgement
- Do not ask leading questions or attempt to investigate the concern
- Explain you cannot keep this information confidential and, as in all schools, must tell someone who can help
- Let the student know **who you will tell**
- Make a written record (not an interpretation) of the concern and pass it to this person. Use the child's own words.

### MAKING A REFERRAL AT LANGDON PARK

- **Prevent, FGM and Child Sexual Abuse** concerns should be referred to the Designated Safeguarding Lead (Claire Frost) or Deputy (Lify Begum) or to another member of the leadership team.
- If a student **discloses physical abuse** (for example being hit by an adult, sibling or family member) you must immediately see the DSL (Claire Frost). If you are teaching you must call the Rapid Response or a colleague to cover your lesson. Do not take pictures of an injury. Record on bodymap of 'safeguard'.

Following a disclosure the student must remain in school (usually with the Inclusion Team) until seen by Social Care and/or CAIT (Police Child Abuse Investigation Team)

### WHO DO I TELL?

#### Is the risk significant and /or immediate?

- YES                      Claire Frost or Lify Begum or Leadership Team
- NO                        HOY or member of teaching staff on School Highlighting Panel
- NOT SURE              Claire Frost, Lify Begum or Leadership Team

## SCHOOL HIGHLIGHTING PANEL

Designated Safeguarding Lead  
Deputy Designated Safeguarding Lead  
Pastoral Line managers

Attendance Officer  
School Based Social Workers  
School based Police Officer

Claire Frost AHT Inclusion  
Lify Begum  
Spencer Prichard, Mary O'Brien,  
Matt Farrow

Samuel Salim  
Syeda Thuba  
PC Nazia Rahman