

# **HARBINGER PRIMARY SCHOOL**

**Policy for**

**Safeguarding**

**and**

**Child Protection**

**Sept 2016**

Updated 2016 includes:

Tower Hamlets *Guidance on Amending Safeguarding Policies to Include Prevent Issues* (protecting pupils from Radicalisation and Extremism) February 2015

And *Keeping Children Safe in Education* DfE September 2016 and TH LSCB 2016 *Guidance*

## General Introduction

Harbinger Primary School fully recognises its responsibilities for child protection and for the safeguarding of children. It acknowledges that this involves not only recognising and preventing harm but also allowing the full growth and development of a child in a safe environment and giving them the optimum life chances. It is everyone's responsibility. We also recognise the need to care for children who are already known to be abused and understand their problems. We acknowledge that radicalisation is also a safeguarding issue.

The Headteacher is the designated teacher for child protection. He/She with trained members of leadership team coordinate the social care department of children's services, the LA and other relevant agencies along with teachers/support staff in school. Members of the inclusion team (SENCo, Learning Mentors, Play Therapists, Counsellors and Teaching Assistants) also play a significant role in working with other agencies for the benefit of children's welfare. In addition the school employs a School Social Worker, a family liaison team and an Attendance and Welfare Officer.

The procedures used in safeguarding rely on the skills and expertise of every class teacher and adult within school to recognise or report concerns. It also depends regular training of staff and on clear lines of communication between the different agencies. It is a multidisciplinary approach in order to offer early help as described in the Working together to safeguard children DfE document, March 2015 and local guidance outlined in [Appendix H](#).

Harbinger Primary School also has a policy of partnership between home and school, but with child protection, or suspicion of child abuse, our first responsibility is always to the child. This may mean that parents/carers are not informed or consulted in some instances. This will be the case if informing the parents/carers could put the child at further risk. We may not be able to prevent child abuse, but by following child protection procedures, we are trying our best to protect all our children and this is our first responsibility.

Our policy applies to all staff, governors and volunteers working in the school.

There are six main elements to our policy, see [Table 1](#).

Abbreviations	
HT	Headteacher
AH	Assistant Headteacher
FSCo	Foundation Stage Co-ordinator
SENCo	Special Needs Co-ordinator
DBS	Disclosure and Barring Service
CoG	Chair of Governors
INSET	In Service Education & Training
SRE	Sex & Relationship Education
SAO	Senior Admin Officer
FGM	Female Genital Mutilation

Element	Evidence	Links
<p>1. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children and respond promptly to allegations against existing staff</p>	<p>We have key nominated staff who are the HT, AHT and a Governor. They have completed and maintained training in safer recruitment</p> <p>A Single Central Record of enhanced DBS checks is held by the SAO and updated regularly (i.e. daily)</p> <p>Defined procedures exist for volunteer and non regular staff (e.g. clubs/visitors)</p>	<p>Safer Recruitment policy</p> <p>Allegations of abuse against staff (September 2016)</p> <p>TH LSCB Procedures for managing allegations of abuse against staff</p> <p>Probation for support staff</p> <p>Visitor Policy</p>
<p>2. Raising awareness of child protection issues (including radicalisation and extremism, FGM, bullying and cyberbullying) and equipping children with the skills needed to keep them safe and create an atmosphere which facilitates reporting without fear</p>	<p>Through regular training of all staff and through the curriculum. An up to date record of all staff training with dates is kept by the Headteacher</p> <p>Training is up dated at least annually and more frequently to include new safeguarding guidance</p> <p>Emotional Intelligence training for staff and pupils</p>	<p>Teaching and learning policy</p> <p>Appraisal policy</p> <p>Behaviour &amp; Antbullying policy</p> <p>Internet acceptable use policy</p> <p>SRE</p> <p>DfE Guidance updates</p> <p>Staff Training log</p> <p><a href="#">Information sharing DfE advice document, March 2015</a></p> <p>Data Protection policy</p>
<p>3. Implementing early help culture meaning intervening early as soon as a problem emerges</p>	<p>Following the LSCBs procedures and Tower Hamlets family wellbeing model</p> <p>Liaising with external agencies in order to support family and address issues</p>	<p>LSCBs procedures and policies</p> <p>Following Tower Hamlets family wellbeing model</p> <p>Incident record</p> <p>Vulnerable pupils panel</p>
<p>4. Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse</p>	<p>Through designated person training (HT, DHT, CoG).</p> <p>Regular training, INSET days</p> <p>Through Induction</p>	<p>Learning and teaching</p> <p>Code of Conduct</p> <p>Whistleblowing</p>
<p>5. Supporting pupils who have been abused in accordance with his/her agreed child protection plan.</p>	<p>Through CAF (common assessment form) co-ordinator</p> <p>Social worker employed by the school</p>	<p>SEND Code of practice</p> <p>Send Offer</p> <p>Learning and teaching</p>

	All staff training  School Counsellors and Inclusion team	Attendance  Education of looked after Children
6. Establishing a safe environment in which children can learn and develop	School Ethos and Values  OFSTED Parent View  Ofsted report 2016  Monitoring	Anti-bullying, Behaviour, Health and Safety, E safety, and Whistleblowing policies.  Single Equality policies, Capability, Community Cohesion, and Emotional Intelligence policies.  Ofsted Common Inspection Framework September 2015

Table 1

## Procedures

We will follow the procedures set out by the Local Safeguarding Children Board (LSCB) 2016 and take account of guidance issued by the DfE (Keeping Children Safe in Education 2016 and Working together to Safeguard Children 2015), Tower Hamlets and the Family Well Being Model (Section 10 of the children's act 2004) and TH Prevent Programme. In reporting concern or suspicion, all adults in school must follow these procedures. By doing this we protect the child to the best of our ability, avoid delay, provide consistency, protect all staff and allows other agencies to proceed without delay. See [Table 2](#)

Procedure	Evidence
Ensure we have a designated senior person/s for child protection who have received appropriate training and support for this role	HT-Mandy Boutwood-May 2016  AH Gemma Caller 2014, AHT Matthew Warhurst 2015 FSCo Jackie Garner 2016  Governor-K Bennett-Richards-Feb 2016
Ensure we have a nominated governor responsible for child protection	Katy Bennett-Richards Safeguarding Courses completed & in date
Ensure every member of staff (including temporary and supply staff and volunteers) and governing body has received training in child protection and knows the name of the designated senior person responsible for child protection and their role	Termly heads report gives training updates  Governor Development plan (and minutes),  Senior management team also trained in the event that the designated persons are not available (e.g. SENCO)  All volunteers/supply staff handed school information leaflet ( <a href="#">Appendix A</a> ) and 2016 DfE part 1 information on arrival (attached)

<p>Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection</p>	<p>Regular staff training with training dates recorded centrally by HT</p> <p>All volunteer/supply staff carry school information leaflet-<a href="#">Appendix A</a></p> <p>Yearly appraisal of staff</p>
<p>Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection</p>	<p>Policy is available on website</p> <p>School ethos of an open non-confrontational environment (emotional intelligence)</p> <p>Family Liaison Officer employed by school</p> <p>School social worker/Attendance and Welfare Officer employed by school</p> <p>Home school agreement</p>
<p>Notify social services if there is an unexplained absence of more than two days of a pupil who has a child protection plan</p>	<p>Attendance and Welfare Officer and School Social worker employed by school</p> <p>Specific training given to office staff</p>
<p>Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.</p>	<p>SENCO, Social Workers, Therapists, Counsellors, Attendance and Welfare Officers and Family Liaison Officer all employed by the school</p> <p>Facilitate child conferences</p> <p>Child protection advice line available to staff</p>
<p>Keep accurate written records investigation of concerns, discussions and decisions about children, even where there is no need to refer the matter immediately allegations of including peer on peer abuse</p>	<p>A monitoring list, cause for concern list. Regular review of both lists by HT. Referral to specialist services as necessary. Clear accurate and concise recording. A safe place is identified. Access to this safe place is through the HT or AHT. This is separate from the pupil file</p>
<p>Report any child who is believed could have become missing from education and keep children on roll until it is clear that they are accounted for or until advised by a welfare officer that the destination education provision is known.</p>	<p>Attendance and Welfare Officer employed and LA statutory guidance followed</p> <p>School admin officer trained</p> <p>HT report to governors</p>
<p>Follow defined procedures where an allegation is made against a member of staff or volunteer</p>	<p>Allegation of abuse against staff policy in place with local TH guidelines 2016</p>
<p>Ensure safer recruitment practices are always followed for regulated and non-regulated activity (<a href="#">Appendices B, C and D</a>)</p>	<p>Training in safer recruitment for designated staff, renewed every 5 years</p> <p>Appointment committees contain at least 2 panel members with safer recruitment training</p>

	<p>All employed staff taking part in regulated activity are subject to an enhanced DBS check and barred list check and re-checks every 3 years held on single central record. Governors require enhanced DBS but not barred list checks. Newly appointed teachers (since 1 September 2013) require Prohibition Order checks</p> <p>Overseas trained teachers require additional overseas criminal record certificates, proof of teaching qualification and obtain QTS award</p> <p>All ad-hoc volunteers (in non-regulated activity) are accompanied at all time by DBS checked member of staff but do not require DBS checks or Barred List checks</p> <p>Regular volunteers (in regulated activity) are DBS checked by school or on approved list held by Tower Hamlets</p> <p>Regular volunteers complete a "staff data capture" form <a href="#">Appendix D</a>, undergo an identity check and sign a volunteer classroom support agreement <a href="#">Appendix C</a> outlining volunteer duties and code of conduct. Risk assessments completed by HT.</p> <p>Where staff found to have substantiated allegations made against them discussion with the LADO is required to determine whether or not referral to the DBS is required</p>
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Table 2

## The steps for raising concern about the welfare of a child (see [Appendix E](#))

### Considerations:

1. If a child discloses abuse or a member of staff is concerned that he or she could be at risk of significant harm, there are three key things to do:
  - i. Report (in writing and verbally) immediately to the Headteacher (designated child protection officer), or the Assistant Headteacher (deputy child protection officer) or another member of the SLT if neither is available. If against the Headteacher the Chair of Governors or LA will be informed. The designated child protection officer will follow the local procedures as laid out by the Local Safeguarding Children Procedures Board (LSCB).
  - ii. Do not speak to the parents/carers until advised to do so
  - iii. Do not promise the child that it will be kept a secret
2. The reporting teacher/staff member will be told of any further action taken i.e.: social services referral, monitoring etc. If the reported case is taken up and investigated by an external agency, then any meetings, child protection conferences or action taken will be followed through and the teacher/staff member concerned informed.

3. Staff members have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.
4. Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has happened it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.
5. In the unlikely event of the Headteacher or Assistant Headteachers not being available to deal with an emergency involving child protection issues, then the teacher must speak to a member of the Senior Leadership Team, who will deal with the matter.
6. The designated person will, if appropriate, call the Child Protection Advice Line on: 0207 364 3444 NB - this number can be called by anyone for advice about a situation or to report a concern where the welfare of a child is thought to be in question.
7. A record of concern will be made if this is appropriate.

### Where the child subject to Child Protection Plans or Child In Need Plans (CIN)

#### Considerations:

1. Liaise regularly with other agencies that support the pupil such as social services, Child and Adult Mental Health Service, the attendance welfare service and educational psychology service.
2. Attendance by the school at child protection conferences, strategy meetings, core groups, CIN review meetings and professional meetings. Written reports will be produced for CP conferences.
3. Careful monitoring of attendance and informing social worker if a vulnerable child is absent from school without adequate explanation.
4. Rigorous record keeping and secure storage of these records, whether hard copy or electronic.
5. Allocation of a key worker and upkeep of a key worker log.
6. Ensuring that, where a pupil subject to a plan leaves, their information is copied and filed securely and the original is transferred to the CP coordinator in new school immediately and separately from the general records and that the child's social worker is informed.

## Supporting Vulnerable Children

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through the content of the curriculum and the school ethos. The school will also ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

## References

1. [Keeping Children Safe in Education DfE September 2016](#)
2. [Working Together to Safeguard Children DfE 2015](#)
3. Local Child Protection Procedures for Staff working in Children's, School and Family Settings 2016 and related document Procedures for managing Allegations of abuse against staff working in children's school and family settings 2016 can be found here [www.childrenandfamiliestrust.co.uk/the-lscb](http://www.childrenandfamiliestrust.co.uk/the-lscb) including
4. [Children Missing Education DfE September 2016](#)
5. [The prevent Duty June 2015](#)

## Appendices

[Appendix A](#)-The staff information leaflet for visitors and short term staff

[Appendix B](#)-Flow Chart of Disclosure and Barring Service Checks

[Appendix C](#)- Volunteer teaching assistant agreement

[Appendix D](#)-Staff capture data form

[Appendix E](#)-The procedure flow chart where concern is raised about the welfare of a child

[Appendix F](#)-Signs and symptoms

[Appendix G](#)-Definitions of Child abuse

[Appendix H](#)-Appendix B, Safeguarding Early Help Key Contacts

DfE September 2016 Keeping Children Safe in Education Staff Guidance

Tower Hamlets Nov 2014 Guidance on Amending Child protection Policies to include Prevent issues (protecting pupils from Radicalisation and Extremism)

## Appendix A: The staff information leaflet for visitors and short term staff

Welcome to Harbinger School

### Outline of the School Day

#### The Early Years Unit

Nursery and Reception age children: 9.00 am - 3.15 pm

#### Key Stage One & Two

Start: 9.00 am

Finish: 3.15 pm

#### Lunch Times

EYU: 11.45 - 12.45

Key Stage 1: 12.00 - 12.55

Key Stage 2: 12.30 - 1.25

#### Signing-In

It is **essential** that you sign in and out of our visitor's entry system each day that you are at our school. This can be found in the reception area in the school office. You **must** wear your visitor's badge at all times when you are on the premises. Timesheets can be signed in the school office at the end of the school day, please see Ana Cavic (Senior Admin Officer) or Claire Barry (Finance Admin Officer).

#### Staff Dinners

If you would like to have a school dinner then you must pay at the office beforehand. Dinners cost £3.00 inc VAT and you must also sign your name in the 'staff dinner book' when you collect your meal from the dining hall (middle floor).

#### Photocopying

If you need to do any photocopying there are photocopiers on each floor of the school. You will need to obtain your class card in order to use the photocopier; you can find this in your classroom.

#### Fire Safety Procedures

Please familiarise yourself with school fire safety procedures and see Fire Safety Policy in the staff room and notices in every classroom. **The Fire Assembly Point for the whole school is the football pitch, in the playground.** In the event of a fire alarm, please make your way safely and calmly to the football pitch and line up in the area marked "Visitor Assembly Point".

#### Keeping Children Safe at Harbinger School

Please remember in all issues of safeguarding, the needs and the interest of the child are paramount. Please keep this leaflet with you during the school day.

If you suspect abuse, or a child confides in you, it is your **duty** to report the concern. **Nobody can promise any child confidentiality.**

**If you have a concern about the safety and wellbeing of a child:**

1. Inform the child's teacher or a member of the senior management team of your concerns
2. Follow this up with written notes of your concerns, ensuring these are signed and dated
3. Do not make any attempt to speak to the child about your concerns, or make any attempt to investigate your concerns further as this may hamper any subsequent investigation

**When you have immediate concerns that a child is at risk of significant harm:**

1. Contact the Designated Child Protection Lead (DCPL), Mandy Boutwood, **as a matter of urgency** with your concerns
2. You can also contact one of the following Designated Child Protection Officers from the Senior Leadership Team (SLT) including Gemma Caller (Assistant Headteacher), Matthew Warhurst (Assistant Headteacher), Jubeda Ahmed (SENCO) and Jackie Garner (EYU Coordinator)
3. Follow this up with written notes of your concerns, ensuring these are signed and dated.

**If a child makes a disclosure to you:**

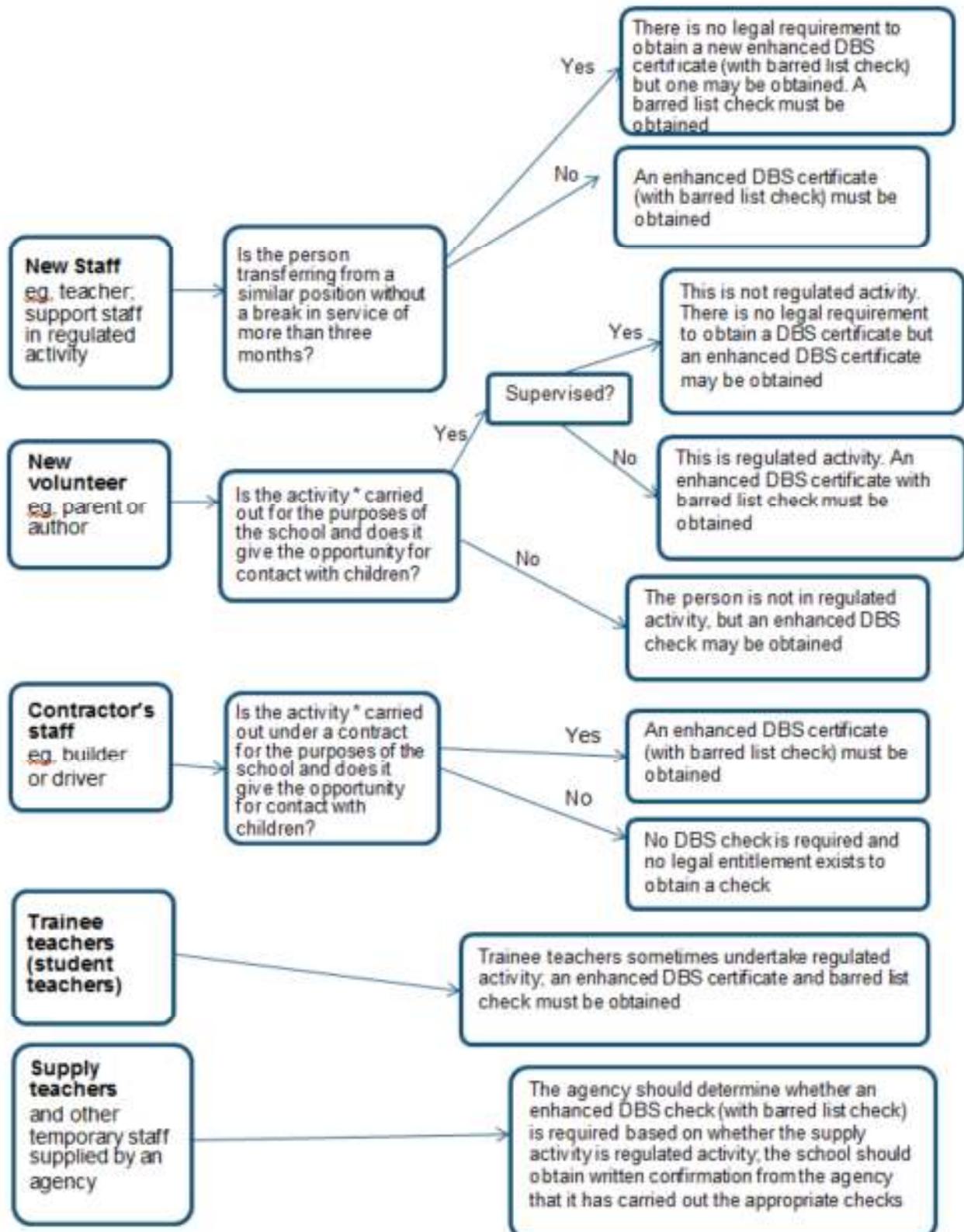
1. Tell the child that you cannot keep what they may tell you a secret. If they then subsequently do not continue with the conversation then please treat this as an urgent Child Protection issue and follow the steps above
2. Allow the child to speak without interruption, accepting what has been said
3. Offer understanding and reassurance
4. Do not pass judgement or ask any leading questions
5. **Immediately** inform the child's teacher or the senior management team of your concerns
6. Follow this up with written notes of your concerns, ensuring these are signed and dated

Please remember that, as a school, we are not an agency of investigation into cases of abuse, **we are an agency of referral**. If you have any doubts about this guidance, please speak with the Designated Member of Staff for Child Protection Mandy Boutwood or any member of the SLT.

**Any questions please do not hesitate to ask a member of staff or a child - we are a very friendly school! 😊**

Appendix B: Disclosure and Barring Service checks

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



\* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

## Appendix C: Volunteer classroom support staff agreement

Date \_\_\_\_\_

Dear \_\_\_\_\_

### **VOLUNTEER CLASSROOM SUPPORT STAFF AGREEMENT**

I am writing to confirm your offer of an unpaid Volunteer classroom support staff position at Harbinger Primary School. During your placement you will be working as a reading mentor for individual pupils within a classroom, supervised by a class teacher. We are offering you a placement from \_\_\_\_\_ (start date) to \_\_\_\_\_ (end date) in \_\_\_\_\_ (class name/s). Your duties will include offering assistance to teachers at Harbinger Primary School, providing learning support for pupils and may include guided reading, one-to-one pupil support and general classroom support. Your tasks may include assisting the teacher with preparation of learning resources and materials, setting up a classroom for lessons and assisting pupils with their learning during the school day by following instructions set by the teacher. While working at Harbinger Primary School, you will always be supervised by a member of staff. Please note you are required to arrange your times with the class teacher and be punctual and presentable at all times. You are also required to be polite and professional while working in the Harbinger Primary School.

#### **Support During Your Placement**

It is expected that your placement at Harbinger Primary School will prove a mutually beneficial arrangement. If you have questions of any nature during your placement you may discuss them with the class teacher who is responsible for ensuring you receive the support you need. Please ask the class teacher for any information or for help and assistance if you are unsure what to do at any time during your placement. You may also seek information and assistance from any Harbinger Primary School staff and admin support from Ana Čavić, the Office Manager and placements coordinator. Should you experience any difficulties during your placement you may seek assistance from the Headteacher Mandy Boutwood.

The offer is subject to the following provisions:

#### **Barred List and DBS Clearance**

You are required to provide your DBS certificate details to the school prior to your placement. If you do not have a DBS certificate you must inform Ana Čavić the Office Manager and placements coordinator immediately who will carry out a risk assessment and advise you further. If you are undertaking a long-term placement you may be required to undergo a DBS check and Barred List check by providing documentation to Harbinger Primary School. Your placement at Harbinger Primary School is subject to Barred List and DBS clearance, after which we are able to agree start date with you. Please note, should you have a break of three months or more at any point during your placement you will be required to undertake another DBS and Barred List check as the previous one will become invalid.

#### **Health and Safety at Work**

You are required to observe all fire regulations, safety rules and instructions during the time you are working at Harbinger Primary School. During fire evacuations or other emergencies you must comply with all reasonable requests and instructions made by responsible members of Harbinger Primary School staff. Ana Cavic will provide you with essential Health and Safety information on commencement of your visit and you may seek further information from Mandy Boutwood.

### **Fire Safety Procedures**

Please familiarise yourself with school fire safety procedures and see Fire Safety Policy in the staff room and notices in every classroom. **The Fire Assembly Point for the whole school is the football pitch, in the playground.** In the event of a fire alarm, please make your way safely and calmly to the football pitch and line up in the area marked "Visitor Assembly Point".

### **Insurance**

You are covered by the Harbinger Primary School Employers' Liability Insurance Policy while undertaking work within Harbinger Primary School, but please note that the policy requires that individuals take all care and attention to safeguard property from loss or damage and that they comply with health and safety rules and regulations.

### **Equal Opportunities Statement**

Harbinger Primary School is committed to developing, maintaining and supporting a policy of equal opportunities in employment. It aims to create the conditions in which its staff are treated equitably regardless of age, race, colour, nationality, ethnic origin, creed, disability, staff category, sexual orientation, gender, marital or parental status, political belief or social or economic class, or any other criteria that cannot be shown to be properly justifiable.

We expect that visitors to Harbinger Primary School will be accorded the respect embodied in our equal opportunities policy and will treat others in the same manner. A copy of the policy as it applies to staff is available in the Harbinger Primary School office.

### **Confidentiality**

**During your placement you may come across confidential information concerning, for example, Harbinger Primary School pupils, and staff and parents. Signature of this contract indicates agreement to not disclose any such information and any breach of that agreement would be treated as a most serious matter that may lead to termination of your placement. For further guidance, please refer to the Harbinger Primary School code of conduct for staff available from the office.**

### **Termination of Agreement**

It is expected that your placement at Harbinger Primary School will prove a mutually beneficial arrangement. If problems do arise they should be discussed quickly and openly and you may ask for help or advice from Mandy Boutwood. However, if difficulties or disagreements of a nature arise then you or Headteacher of Harbinger Primary School Mandy Boutwood may terminate this agreement giving 1 week's notice of intention to do so.

### **Formal Agreement**

I would be grateful if you would sign and return one copy of this letter to Ana Cavic at the Harbinger Primary School office to indicate that you accept the terms of this agreement. You should retain the second copy for your own information.

Yours sincerely,  
Mandy Boutwood  
**Headteacher**

I \_\_\_\_\_ accept the terms contained within this agreement.

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

## Appendix D: Volunteer/placement staff data capture form

You will appreciate that the school must be particularly careful to enquire into the background of individuals who have access to the pupils at the school. The school keeps a record of all persons who carry out voluntary work at the school. You are therefore asked to complete the details below and return it to the school before your start date. The information on this form is processed electronically for administrative purposes and is subject to the terms of the Data Protection Act 1998. As a volunteer you will have **regular contact** with pupils and it will be necessary for us to carry out a check with the Criminal Records Bureau for which we require all the fields below to be filled out in full.

**PLEASE COMPLETE IN BLOCK CAPITALS MAKING ANY CORRECTIONS IN RED PEN**

Title		Date of Birth	
Surname		Gender (M/F)	
Previous Surname		End Date	
Forename		NI Number	
Address			
Post Code		Telephone	
		Email	

### PLACEMENT DETAILS

Type of Placement		Start Date	
Class		End Date	
Institution/Private (please give details)		Hours per day	
		Days per week	

**I declare the information on this form to be correct to the best of my knowledge.** I have read the school's Safeguarding Policy and the Volunteer Placement Agreement which is available from the school office and agree to adhere to these. I realise that I will be party to confidential information and will not divulge this knowledge. To my knowledge there is no reason why I should not work with children. I agree to this check to ensure that the school's safeguarding policy is met.

**Signature:**

**Date:**

### OFFICE USE

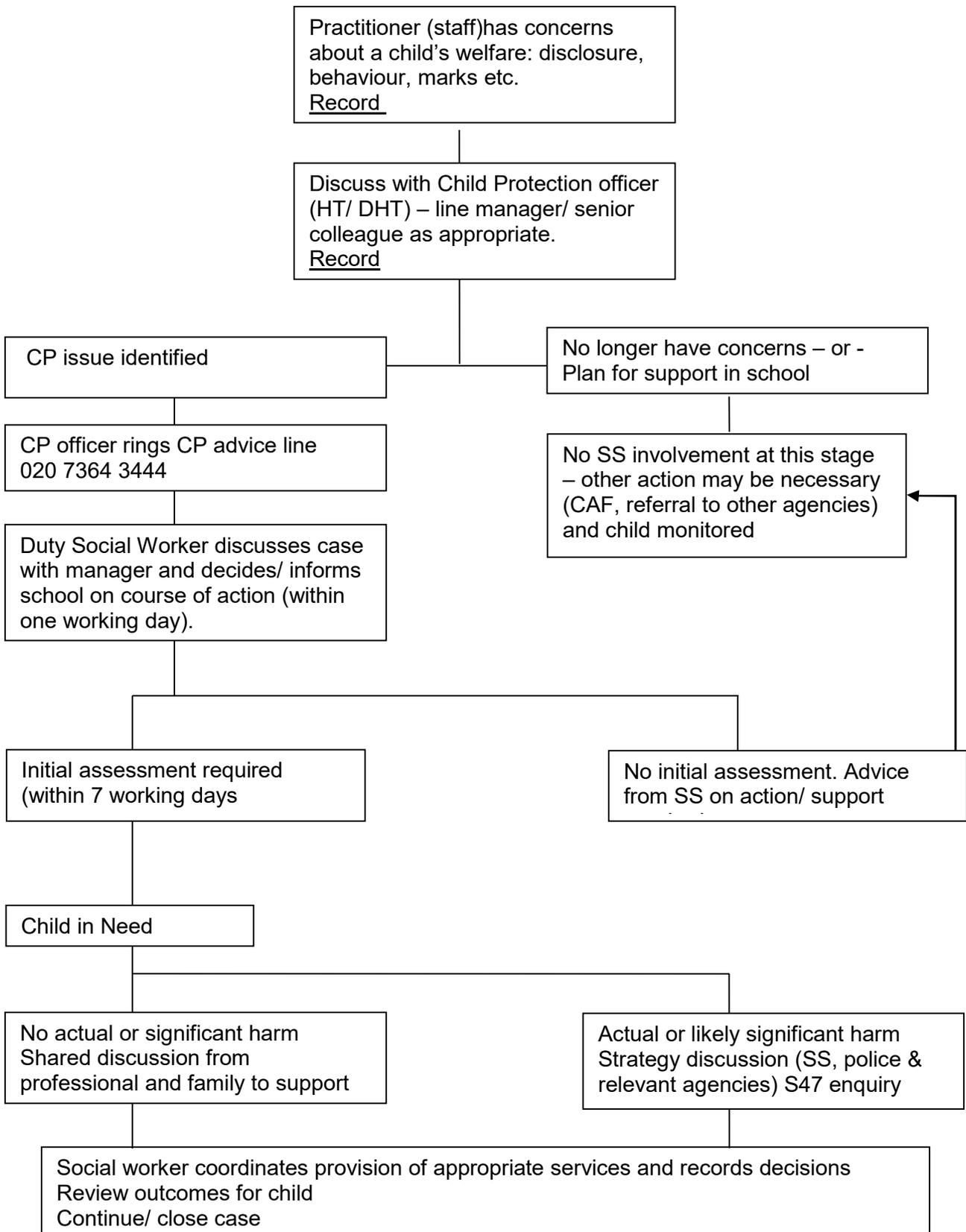
List Clearance Date		e1 Record Created	
CRB No.		DBS Issue Date	
Security Card No.		Date Out	Date In
PRE-VOLUNTEERING CHECKS		SIGN	DATE
Birth certificate/passport verified			
Address verified against CRB			
Agreement given, signed, copied and filed			
List Applied			
DBS Applied			
Data Capture Form Completed			

NOTES

Appendix E: The procedure flow chart where concern is raised about the welfare of a child

Child Protection procedure flow chart

What to do if you are worried a child is being abused:



## Appendix F: Signs and Symptoms of Abuse

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however indicate that investigation should take place. We recognise that abuse, neglect and safeguarding issues are complex and can overlap with one another. More information is available on [NSPCC](#) website.

- Unexplained delay in seeking treatment which is needed
- Incompatible explanations
- Constant minor injuries
- Unexplained bruising:
  - Bruise marks in or around the mouth
  - Black eyes, especially if both eyes are black and there are no marks to forehead or nose
  - Grasp marks
  - Finger marks
  - Bruising of the ears
  - Linear bruising (particularly buttocks or back)
  - Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Anti-social behaviour
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school
- Resistance to PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Irregular attendance
- Persistent absence and/or lateness

For further information please refer to the latest guidance [What to do if you're worried a child is being abused DfE guidance, March 2015](#)

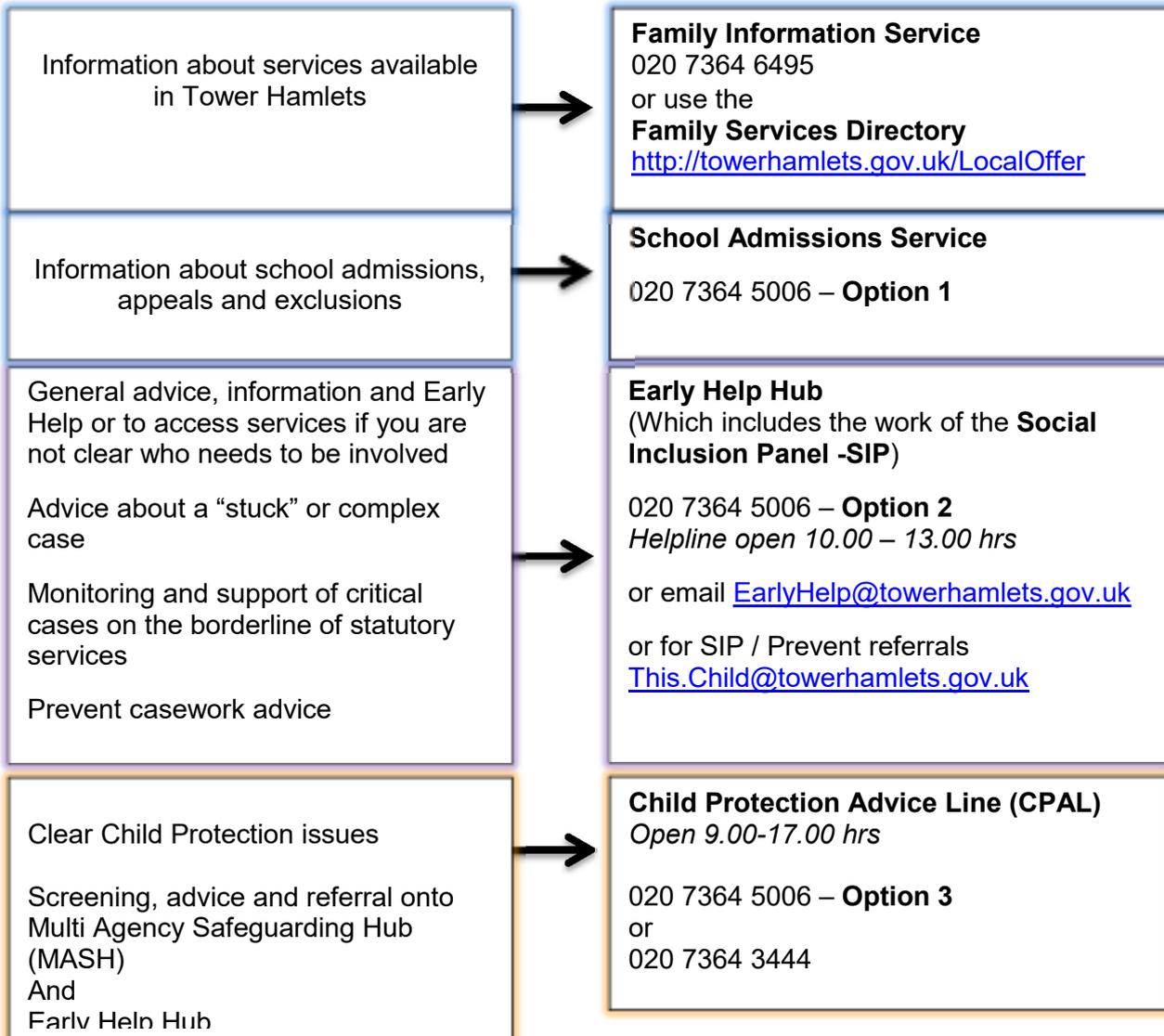
## Appendix G: Definitions of Child Abuse

- **Significant Harm:** The threshold that justifies compulsory intervention in family life, in the best interests of children. This can be a single traumatic event or a compilation of significant events which interrupt, change or damage the child's physical and psychological development.
- **Physical Abuse:** Physical injury to a child, including deliberate poisoning, where there is definite knowledge, or a reasonable suspicion that the injury was inflicted or knowingly not prevented.
- **Sexual Abuse:** The involvement of dependent, developmentally immature children and adolescents in sexual activities that they do not truly comprehend, and to which they are unable to give informed consent; or they violate the social taboos of family roles. Sexual abuse also includes non-contact activities such as involving children in pornographic materials.
- **Neglect:** The persistent failure to meet a child's basic physical and/or psychological and/or emotional needs.
- **Emotional Abuse:** The severe adverse effect on the behaviour and emotional development of a child by persistent or severe emotional ill-treatment or rejection. All abuse involves some emotional ill-treatment although it may occur alone.

### References:

1. Keeping Children Safe in Education DfE July 2015
2. Working Together to Safeguard Children DfE 2015
3. London Child Protection Procedures 2010
4. [www.childrenandfamiliestrust.co.uk/the-lscb](http://www.childrenandfamiliestrust.co.uk/the-lscb)
5. Child protection procedure for staff working in children's, school and family settings 2011
6. Children Missing Education DfE January 2015

## If you are working with a child and family and need advice or support please use the following contacts:



1

For cases already known to statutory services – Youth Offending Team (YOT) / Special Educational Needs (SEN) / Social Care contact the named keyworker.

2

If a decision by CPAL or MASH about a new contact is not in your view the best decision for the child, please do not hesitate to use our in time escalation, speak with:

	Telephone	Email
David Hough	020 7364 3437	David.Hough@towerhamlets.gov.uk
Ashley Hanuman	020 7364 2135	Ashley.Hanuman@towerhamlets.gov.uk
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If a child is accepted as a referral via CPAL for MASH, MASH should contact you with details of next steps. This should be via the MASH, duty team or the allocated Social Worker. If this does not happen please contact MASH.

# Tower Hamlets Guidance on Amending Safeguarding Policies to Include Prevent Issues (protecting pupils from Radicalisation and Extremism.)

## November 2014 (Adapted by Harbinger School)

Please refer also to the **Tower Hamlets Guidance on Preventing Violent Extremism and the Triangle of Prevent Intervention** (reproduced at the end of this document.).

In a school context the five strands that support the prevention of violent extremism are to:

1. understand how an extremist narrative which can lead to harm can be challenged by staff in schools; and model to pupils how diverse views can be heard, analysed and challenged in a way which values freedom of speech and freedom from harm
2. understand how to prevent harm to pupils by individuals, groups or others who promote violent extremism, and manage risks within the school
3. understand how to support individuals who are vulnerable, through strategies to support, challenge and protect
4. increase the resilience of pupils and of school communities through helping pupils acquire skills and knowledge to challenge extremist views, and promoting an ethos and values that promotes respect for others
5. use teaching styles and curriculum opportunities which allow grievances to be aired, explored and demonstrate the role of conflict resolution and active citizenship

### STAFF TRAINING AND AWARENESS

Training on recognising and responding to the risk of Violent Extremism and the role of professionals is available for school staff and other professionals from the Prevent Project Manager , Nojmul Hussain, [nojmul.hussain@towerhamlets.gov.uk](mailto:nojmul.hussain@towerhamlets.gov.uk) tel 020 7634 4691 or from the Support for Learning Service, contact Liz Vickerie, [liz.vickerie@towerhamlets.gov.uk](mailto:liz.vickerie@towerhamlets.gov.uk) 020 7364 6448

Why might a young person be drawn towards extremist ideology?

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

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

Recognising Extremism - early indicators may include:

- Showing sympathy for extremist causes
- Glorifying violence
- Evidence of possessing illegal or extremist literature
- Advocating messages similar to illegal organisations such as “Muslims Against Crusades” or other non-proscribed extremist groups such as the English Defence League.
- Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

## REPORTING

How should the school respond?

If you have concerns about a child or group of children being violent, or being drawn into violent extremism, or being vulnerable to this, you should respond as we would to all vulnerable children and follow the procedures below.

1. Talk to the family and other professionals working with the young person about the concerns and get their views.(If the family is implicated in potential extremism contact the Social Inclusion Panel first).
2. Seek consent to complete a CAF assessment and get a holistic perspective on the situation. Determine if there are additional needs and if so how these could be met.
3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the young person and their family with a diversionary programme of support.
4. If the concerns persist and the TAC approach does not seem to be having a positive impact, or if it appears the young person is already exposed to or involved with extremist organisations, refer the case to the **Social Inclusion Panel** (SIP) using the CAF form.

### **If in doubt: REFER to SIP**

In Tower Hamlets the SIP is the panel which performs the function of “Channel” for those under 18 (Channel is the multi-agency discussion and planning for cases requiring Prevent interventions). The Chair of SIP is Liz Vickerie [liz.vickerie@towerhamlets.gov.uk](mailto:liz.vickerie@towerhamlets.gov.uk) 020 7364 6448.

For Adults (those 18 or over), cases should be referred to the Safeguarding Adults Panel (SAP). Contact the Prevent Project Manager , Nojmul Hussain,[nojmul.hussain@towerhamlets.gov.uk](mailto:nojmul.hussain@towerhamlets.gov.uk) 020 7634 4691

If at any stage you are concerned that a child or young person is at imminent risk of harm you should also contact the Child Protection Duty Line on 020 7364 3444.

If you suspect someone is actually engaged in terrorist activity, you should also contact the police or the anti-terrorist hotline immediately on 0800 789 321

## **INTERVENTIONS WITH INDIVIDUALS**

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

And referrals (usually through SIP) for:

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

## **PREVENTION**

These may include:

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

## **INTERNET SECURITY IN SCHOOLS**

See e-safety policy

## **SCHOOL GOVERNORS**

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

## **INTERVENTION TRIANGLE**

*Below is a triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counteract extremist messages.*

*As you progress up the triangle, where a school identifies a concern with an individual, the school will use the CAF to assess and undertake TARGETED support work with the child / young person to divert them from harm. If concerns are more serious or do not respond to school interventions (or if you want advice) you should refer to the Social Inclusion Panel (SIP) which can provide additional support.*

*At the top of the Triangle are those cases that are beyond Prevent because they are already involved in violent extremism.*

