

St Elizabeth Catholic Primary School

Safeguarding & Child Protection Policy



The Governing Body of St Elizabeth Catholic Primary School

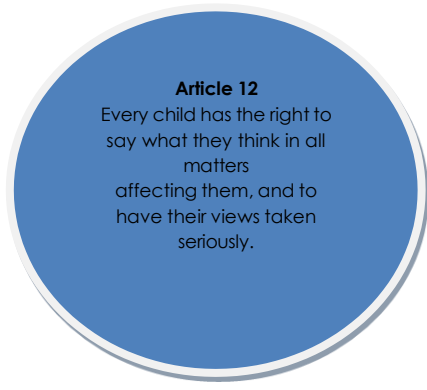
Adopted this Policy	September 2020
Reviewed	September 2022
Next Review	September 2023
Chair of Governor's signature	
Headteacher's Signature	

Mission Statement

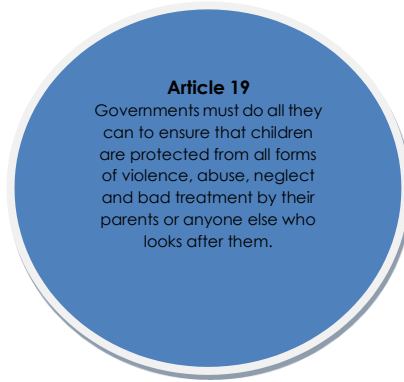
"Inspiring and achieving lifelong learning in a welcoming, Catholic community"

Designated safeguarding lead(s): Ms Angelina John, Ms Tracy Jennings,
Ms Naomi Sutherland & Ms Anna Hair

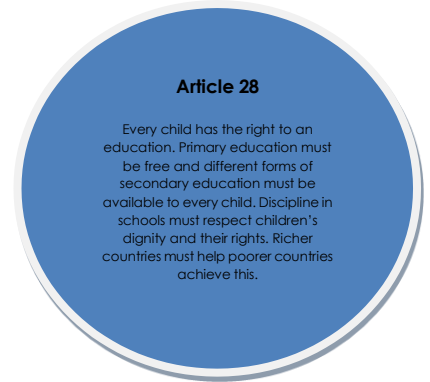
Governor responsible for safeguarding children: Fr David Evans
Chair of Governors: Mr Tim O'Sullivan



Article 12
Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.



Article 19
Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.



Article 28
Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Safeguarding Statement

At St Elizabeth Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Elizabeth Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Equality statement

As a school we are committed to ensuring that equality principles are embedded within all school policies and procedures, as we endeavour to:

- Eliminate discrimination, harassment and victimisation.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities, sexual orientation, and ethnic origins.

School Values

As a Catholic school with a strong Christian ethos we actively support and promote a value-based education. By living out our 4Rs – **Relationships, Resilience, Responsibility** and **Respect**, we encourage the whole school community to:

- Think about and reflect upon positive Christian, British and Universal values
- Experience how living out these values impacts on themselves and others, in school, in the wider community and in the world
- Instil a sense of belonging to the school, the local community, the country they live in and the wider global community
- Inspire individuals to choose their own positive personal social, moral and spiritual values
- Promote an inclusive school ethos and a learning climate that will raise aspirations and achievement
- Raise self-esteem and encourage children to take more responsibility for their own behaviour and learning

British Values

At St Elizabeth, we recognise and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Through this provision of SMSC, the school will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the

locality of the school and to society more widely;

- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

DATA PROTECTION

The General Data Protection Regulation (GDPR) ensures a balance between an individual's rights to privacy and the lawful processing of personal data undertaken by organisations in the course of their business. It aims to protect the rights of individuals about whom data is obtained, stored, processed or supplied and requires that organisations take appropriate security measures against unauthorised access, alteration, disclosure or destruction of personal data.

The School will protect and maintain a balance between data protection rights in accordance with the GDPR. This policy sets out how we handle the personal data of our pupils, parents, suppliers, employees, workers and other third parties.

Changes to data protection legislation will be monitored and further amendments may be required to this policy in order to remain compliant with legal obligations.

All members of staff are required to familiarise themselves with its content and comply with the provisions contained in it. Breach of this policy will be treated as a disciplinary offence which may result in disciplinary action under the School's Disciplinary Policy and Procedure up to and including summary dismissal depending on the seriousness of the breach.

Rights Respecting Schools

The school community is committed to the UNICEF UK Rights Respecting Schools award. We believe that all children have the right to be treated with dignity and fairness. Children's rights are at the forefront of our school policies, procedures and daily routines. The following articles from the UN convention on the rights of the child are of most significance to this policy. **Article 12** (respect for the views of the child)

Article 19 (protection from violence abuse and neglect)

Article 28 (right to education)

Discipline in schools must respect children's dignity and their rights, as well as respect their parents, their own and other cultures and the environment.

Introduction

This policy outlines the child protection procedures for all staff, governors, visitors and volunteers within St Elizabeth Catholic Primary School. It gives guidance on safeguarding pupils and has been written in accordance with Keeping Children Safe in Education 2021 and reflects local safeguarding arrangements including the Tower Hamlets Safeguarding Children's Partnership (THSCP) supplementary guidance documents on Child Protection Procedures and the Management of Allegations. This policy is linked to the school's Whistle blowing, Anti-bullying, Health and Safety, Behaviour policies, Single Equality Scheme and LA procedures for responding to incidents involving discrimination.

Safeguarding Legislation and Guidance

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

- Section 175 of the Education Act 2002 (Local maintained schools only)
- The Safeguarding Vulnerable Groups Act 2006
- The Teacher Standards 2012
- Working Together to Safeguarding Children 2018 (Updated December 2020)
- Keeping Children Safe in Education 2021
- What to do if you're worried a child is being abused 2015
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated July 2021)

Tower Hamlets Safeguarding Children Partnership Supplementary Safeguarding Guidance

The following THSCP safeguarding guidance has informed the content of this policy:

- London Child Protection Procedures revised 6th Edition (London Safeguarding Children Board, March 2021)
- Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2021
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2021

Tower Hamlets Safeguarding Children Partnership

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. More information about the Tower Hamlets Safeguarding Children Partnership can be found on the website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

The school has been named as a 'relevant agency' and as such is under a statutory duty to cooperate with the THSCP arrangements.

The school will engage with the borough's Designated Safeguarding Lead Forums, co-operate with the Rapid Review process and any Local Learning Reviews,¹ participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough's Section 175/157 School Safeguarding Audit cycle.

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education Sept 2021 (paragraph 4) as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Aim

At St Elizabeth Primary Catholic school we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child.

For the child protection procedures to work, we rely on the skills and expertise of **every adult** within school to recognise or report concerns.

The aim of our child protection policy and training is to create a 'safer culture' in our school.

We aim to have a school where:

- There is a belief that 'it could happen here'.
- There are clear procedures for reporting concerns.
- There is a commitment to take action in relation to concerns raised.
- There is a set of standards for professional conduct.
- Child Protection is part of induction and probationary period training.
- There is an ongoing culture of vigilance.

At St Elizabeth Primary Catholic school pupils are taught about safeguarding as part of a broad and balanced curriculum; including online lessons as well as various teaching and

¹ For more information on the Rapid Review process, Local Learning Reviews and Child Death Reviews,

Working Together 2018 Chapters 4 and 5 should be consulted. Working Together 2018 paragraphs 25-27 provide more information on the expectation of school's role within the safeguarding partnership arrangements.

learning opportunities. Children are taught to recognise when they are at risk and how to get help when they need it. This happens in a variety of ways eg PHSE, RRS, P4C and Citizenship classes, circle and discussion time, school assemblies, NSPCC 'Speak Out Stay Safe' workshops etc

Furthermore, the school assesses the risks and issues in the wider community when considering the well-being and safety of its pupils (contextual safeguarding)

Confidentiality

Confidentiality is an important principle that enables children and their families to feel safe in sharing their concerns. However, the right to confidentiality is not absolute and our most important consideration is whether sharing information is likely to support the safety and protection of a child.

'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children'

Keeping Children Safe in Education (2021) paragraph 110

We recognise the importance of the school's role in the wider safeguarding system.

Multi-agency working and information sharing are essential to obtain a full picture of need and the appropriate action can be taken in a timely manner to safeguard and promote children's welfare. We will:

'ensure that the information [we] share is necessary for the purpose for which [we] are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.'

Information sharing: advice for practitioners providing safeguarding services (DfE, 2018)

Child protection roles and responsibilities

Child Protection is the responsibility of all staff, adults and volunteers working in St Elizabeth Catholic Primary School. All staff are expected to be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments

The designated safeguarding lead is responsible for safeguarding and child protection at St Elizabeth Catholic Primary school. The key role of the Designated Safeguarding Lead is to

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matters of safety and safeguarding;
- undertake training
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.

The lead DSL is Angelina John and the deputy DSL's are Tracy Jennings, Naomi Sutherland and Anna Hair. The designated teacher for looked after and previously looked after children is Tracy Jennings.

The school maintains a list of vulnerable pupils. Included on this list are pupils in contact with social care for assessment, subject to either child protection or child in need plans or who have been referred to the child protection advice line. Also included on this list are pupils in public care (LAC), privately fostered pupils or pupils regarded as young carers. Information and updates from this list are submitted to Angelina John, Tracy Jennings, Naomi Sutherland and Anna Hair every 21 days or sooner if the matter is urgent and disseminated to staff on a strictly need-to-know basis.

The child protection policy is reviewed annually with the governing body and through staff meetings.

Training

Supply staff are informed of the school's safeguarding and child protection procedures on arrival to the school. This includes the names of the designated safeguarding leads available during school hours **(see Appendix 1)**

All staff should be familiar with the following which are included in our mandatory Induction Training programme:

- Safeguarding and Child Protection Policy;
- Keeping Children Safe in Education (2021) [Part 1];
- Behaviour Policies
- Staff Code of Conduct;
- School Policy for Children Missing Education; and
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2021))
- 'What to do if you're worried a child is being abused' Advice for practitioners DfE 2015

All school staff receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This can include updates via email, staff meetings or e-bulletins.

Whole school child protection training is repeated every 3 years.

The designated safeguarding leads receive advance training every 2 years for a minimum of 2 days. This also includes the responsible governor. This group of staff will also update their skills and knowledge through e-bulletins, meeting other designated safeguarding leads, reading safeguarding developments at regular intervals and at least annually.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process

Parent/carers have access to the child protection policy on the school website and are made aware of it in curriculum meetings. Awareness sessions for parents will be held at appropriate intervals and important items are disseminated through correspondence home or the school newsletter/website.

Partnerships with parent/carers, stakeholders and members of the wider school community

The school has a duty to promote awareness of child abuse to the community it serves. Parent/carers are encouraged to inform the school or appropriate agency if they are concerned a child may be being abused. Pupils are encouraged to talk about their concerns with staff. Information is also available on external agencies e.g. Childline 0800 1111 or the NSPCC Helpline 0808 800 5000 as well as the Child Protection Advice Line -

Safer recruitment training is available to all relevant staff and governors who are involved in the recruitment procedure.

Abuse and neglect

Awareness of the indicators of abuse and neglect enables staff to identify children who may be in need of help or protection.

Signs and Symptoms of Abuse and Neglect

(Keeping Children Safe in Education (September 2021) Paragraphs 6 - 11)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs,

likely to result in the serious impairment of the child's health or development. Neglect may

occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Details of some possible **signs and symptoms of abuse** are outlined in **Appendix 2**

Safeguarding Issues

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or occur between children outside of these environments. Staff consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple forms including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence

Child Sexual Exploitation (CSE)

Child sexual exploitation is 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

- Indicators of child sexual exploitation may include:
- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);

- Frequenting areas known for sex work;

- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

Having a prior experience of neglect, physical and/or sexual abuse;

- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

Peer on peer abuse (child on child)

Safeguarding issues can manifest themselves via peer on peer abuse. All staff should be aware that it can happen inside and outside of school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

Peer on peer abuse is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may contain an online element).

Staff must recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.

At St Elizabeth Catholic Primary school we have a zero tolerance approach to abuse. It should never be tolerated or passed off as "banter" or "part of growing up" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. There is a recognition that it is more likely that girls will be victims and boys' perpetrators, but all peer-on-peer abuse is unacceptable and will be taken seriously. Different gender issues could also include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At St Elizabeth Catholic Primary school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At St Elizabeth Catholic Primary school we will support the victims of peer on peer abuse by reassuring them that their concerns will be taken seriously and ensuring that the Behaviour policy procedures are adhered to.

All staff must be familiar with this policy and the important role they have to play in preventing peer-on-peer abuse and responding where they believe a child may be at risk from it

See also KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges'

Sharing nude or semi-nude images or videos

Previously known as 'sexting' this is the exchange of self-generated sexually explicit images through mobile picture messages or webcams over the internet. Young people often see it as harmless activity but it is illegal and there are risks. Taking, sharing or receiving an image, even voluntarily, can have a long lasting negative impact.

This can leave young children vulnerable to:

- Blackmail – an offender may threaten to share the pictures with the child's family and friends unless the child sends more money or images
- Bullying – if images are shared with their peers or in school, the child may be bullied
- Unwanted attention – Images posted online can attract the attention of sex offenders who know how to search for and collect and modify images
- Emotional distress – children can feel embarrassed and humiliated. If they are very distressed this could lead to self-harm (see Appendix 7)

In cases where nude or semi - nude images have been shared, we follow guidance given to schools and colleges by the **UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)**

Serious Violence

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

Again, **all staff need to be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or**

permanently excluded from school, having experienced child maltreatment and having

been involved in offending such as theft or robbery. It follows that staff also need to understand the measures in place to manage these risk factors. Further guidance is provided in the Home Office's **Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.**

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".'

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Increasingly, younger children under 12 years old are being targeted.

(See Keeping Children Safe in Education (2021) Annex A)

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here:

<https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-

economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

St Elizabeth Catholic Primary school takes part in Operation Encompass, a partnership between police and schools which notifies schools of households where there has been an incident of domestic abuse.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

(See Keeping Children Safe in Education (2021) Annex A)

Female Genital Mutilation

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with

noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return

- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

So-called 'honour-based' abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Mental Health

All staff at St Elizabeth Catholic Primary school are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Furthermore staff are aware that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact through childhood, adolescence and into adulthood impacting on their mental health, behaviour and education.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. **Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy and completing a record of concern.**

Children and Young People with Mental Health Problems (See Appendix 8)

Children who have a social worker

At St Elizabeth Catholic Primary school we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker. For instance, encouraging children to attend breakfast club, implementing various learning interventions, mentoring, counselling etc.

Looked after children and previously looked after children.

The most common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child potentially remains vulnerable. Staff need to be aware of the legal status of a child's looked after arrangements. Appropriate staff will have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with the consent of parents

or on an interim or full care order) and contact with birth parents or those with parental

responsibility. They will also have access to information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated teacher will also have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. It is important that all agencies work together and prompt action is taken on concerns to safeguard these children who are a particularly vulnerable group.

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.

A 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.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Children with special educational needs and disabilities

Children and young people with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

- communication barriers and difficulties in managing or reporting these challenges

At St Elizabeth Catholic Primary school we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place by:

- ensuring appropriate SEND assessments are completed in a timely fashion
- liaising with parents/carers to ensure support measures are effective
- allocating a key worker in class who the child can talk to
- providing a range of mentoring and counselling services in school.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Further information can be found in 'Children missing education: statutory guidance for local authorities – September 2016'

The Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The DSL has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- 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.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Children at risk of abuse linked to faith or belief (See Appendix 9)

Poor Parenting

The word 'poor' in the phrase 'poor parenting' indicates impoverished (or uninformed) behaviour on the part of the parent.

Aside from the obvious category of abuse or neglect of children, poor parenting can for instance include behaviours such as:

- Parents who fail to connect with their children and engage them on their level.
- Parents who for a variety of reasons do not spend enough time with their children.
- Parents who do not establish clear consistent boundaries with their child and resort to aggressive or humiliating behaviour to get them to behave

The school parent support partner is available during school time to talk with parents who are experiencing parenting difficulties. The school also provides a 'Strengthening Families, Strengthening Communities' parent course which is recommended for all parents and addresses the following issues:

- Manage stress, anger and mood swings
- Improve how they communicate with their child
- Improve their parenting skills (including how to handle challenging behaviour)
- Increase confidence in their parenting

Additional information about specific forms of abuse and safeguarding issues

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)

- Child Sexual Exploitation (CSE)

- County Lines
- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Peer on peer/child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- Child's need for a social worker

See Annex A Keeping Children Safe in Education Sept 2021

Online Safety

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful content. For example, pornography, fake news, racism, misogyny, self-harm suicide, anti-Semitism, radicalisation and extremism
- **contact:** being subjected to harmful online interaction with other users. For example, peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images (eg consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. **Many children have unlimited and unrestricted access to the internet via mobile phone networks (ie 3G, 4G and 5G). This access means some children may sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content.** To minimise inappropriate use, as a school we have included e-learning safety issues in our curriculum as well as providing parents/carers with information and guidance in writing and on our website and e-learning page. **Pupils' mobile phones are kept in the school office during school hours.** All incidents of online bullying or inappropriate use are recorded by the school and parents are informed.

Sharing Concerns

Managing a disclosure

Teachers and other adults in schools are in a unique position to observe children's behaviour over time and often develop close and trusting relationships with children. If a child discloses directly to a member of staff, the following procedures will be followed:

- Stay calm and controlled and listen carefully to what is said.

- Ask only open questions such as:
 'How did that happen?'
 'What was happening at the time?'
 'Anything else you want to tell me?'
- Do not ask questions which may be considered to suggest what might have happened or who has perpetrated the abuse. Try not to judge or leap to a conclusion.
- Reassure the child they were right to talk
- Do not force the child to repeat what he/she said in front of another person.
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate; it is better to say that you might have to tell someone who needs to know ie designated safeguarding lead
- Do not discuss this with any other member of the school community as this could undermine further actions and outcomes to protect the victim.

Following disclosure or when adults in the school have a concern about a child they should complete a Child Protection Record of Concern form (see Appendix 3). This should be done on the same day, if possible within the hour, so that we can determine if we need to act urgently. These forms are located by the safeguarding display board in the staff room and are also available in the school office. One of the DSL's should then be notified in person that a concern form has been raised and the form given directly to that person.

Reporting Concerns (see Appendix 4)

Wherever possible and having completed a record of concern, a member of staff with concerns about a child should talk with a designated safeguarding lead (or deputy) who will help to decide what steps to take next.

Options include:

- managing any support for the child internally via the school's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example if the child is in need or suffering or likely to suffer harm

The DSL will make a prompt record of the conversation and actions taken on the record of concern.

If in exceptional circumstances the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of the SLT and/or take advice from children's social care.

Early Help

A decision may be taken to make a referral to specialist services or early help services. Early help means providing support as soon as a problem emerges at any point in a child's life and all staff need to be aware of the process and should always discuss concerns with a designated safeguarding lead. This can involve identifying emerging problems, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education,

health and care plan);

- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

If early help and/or other support is appropriate the case should be kept under constant review. If the child's situation doesn't appear to be improving or is getting worse, consideration should be given to making a referral to children's social care for assessment for statutory services.

This is particularly the case when a member of staff has concerns about a child which do not appear to justify a referral of suspected child abuse but nonetheless leave an uncomfortable feeling. In these cases it is usually good practice to share concerns with the child's parents/carers so that they have an opportunity to address the concerns raised. **The decision to do this should always be made by the designated safeguarding lead and if there is any doubt the matter should be discussed with the child protection advice line.** The case will then be monitored either by the designated safeguarding lead or the member of staff who raised the concern for up to 2 weeks (**see Appendix 5**) and if the concerns increase they should be shared again with the parents/carers. Depending on the circumstance monitoring may continue for several more weeks (no longer than 4 weeks) and parents/carers should be informed of this.

Making a referral to children's social care

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

If in exceptional circumstances, the designated safeguarding leads are not available, staff should speak to a member of the SLT and/or take advice from the local children's social care. **However, it is most important that timely action is taking and anyone can make a referral.** Where referrals are not made by the designated safeguarding lead, they should be informed as soon as possible, that a referral has been made.

The duty social worker will discuss the concern and assist in deciding whether a formal child protection referral is appropriate.

Procedure followed will depend on the borough responsible and will determine whether the referral constitutes a 'child in need' or a 'child who is suffering or likely to suffer, significant harm'.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries should be initiated where there are concerns about maltreatment, including all forms of abuse

and neglect, female genital mutilation or other so-called honour based violence and extra familial threats like radicalisation and sexual exploitation.

For instance, if the child is a Tower Hamlets resident and in immediate danger the case may be referred to the Multi Agency Safeguarding Hub (MASH) who will decide within one working day what action will be taken and will feedback to the referrer.

- If a referral has been made to the Multi Agency Safeguarding Hub (MASH) they may decide that Children's Social Care need to carry out an assessment to determine what further action will be taken to support the child. This will be completed within 15 working days.
- Children's Social Care will feedback the outcome to the designated safeguarding lead. They may recommend a statutory assessment leading to an initial child protection conference. Alternatively, multi-agency support may be recommended or the case may be referred to other services

Reporting allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers or contractors (see Appendix 1)

At St Elizabeth Catholic Primary school we recognise the possibility that adults working in the school including governors, volunteers, supply teachers and agency staff may harm children. Any concerns about the conduct of **a member of staff, supply teachers, volunteers or contractors** should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead). Any concerns about the headteacher should go to the Chair of Governors who can be contacted through the Governor Services Team at the school (Email: admin@st-elizabeth.uk or Tel: 020 8980 3964). Where an allegation meets the criteria for further action it should be discussed with the Local Authority designated officer (LADO)

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The headteacher will decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO)

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child or may have harmed a child and/or:
- possibly committed a criminal offence against or related to a child and/or:
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they not be suitable to work with children (also includes behaviour outside the school)

(*Person could be anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors)

Allegations should be reported to the LADO 'without delay'

Before contacting the LADO, schools should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- *name of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(*if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

If the records' review identifies that there are wider cultural issues within the school that enabled the behaviour to occur, the policies or processes may need to be revised or extra training delivered to minimise the risk of it happening again.

Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school,

staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000. They can also be contacted by email help@nspcc.org.uk

Record Keeping

Any member of staff receiving a disclosure or abuse from a child or noticing signs/symptoms of possible abuse will make notes as soon as possible (ideally within the hour). Notes should be recorded on the yellow Safeguarding Record of Concern form repeating exactly what was said, using the child's own words as far as possible. Injuries should never be photographed but can be recorded on a diagram **(see Appendix 6)**

All records of a child protection nature should be passed to the designated safeguarding lead including records of conversations with external agencies (including the Multi Agency Safeguarding Hub - MASH) or parents/carers. Staff should always record the name of the person they speak to.

Supporting 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:

- Including in the curriculum opportunities that equip children with the skills they need to recognise and stay safe from abuse.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will 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.
- Liaison with other agencies that support the pupil such as Children's Social Care, Child and Adult Mental Health Service (CAMHS), education welfare service and educational psychology service and those agencies involved in the safeguarding of children.
- Paying attention to changes in a child's behaviour/appearance and notifying Children's Social Care immediately when there is a significant concern.
- Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school.

Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the designated safeguarding lead and seek further support as appropriate

Contacts

Internal

The designated safeguarding leads can all be contacted via

Email: school@st-elizabeth.uk

Telephone: 020 8980 3964

Designated safeguarding lead

Angelina John

Deputy designated safeguarding leads

Tracy Jennings

Naomi Sutherland

Anna Hair

Designated Teacher

Tracy Jennings

Governor responsible for safeguarding children

Ms Janee Nyinabarinzi (contact Ceri Walker at the school office

Tel :0208 980 3964

External

Tower Hamlets Resident

Early Help Hub

(Mon- Fri 10.00 – 1.00pm)

Email: earlyhelp@towerhamlets.gov.uk

020 7364 5744

Child Protection Advice Line - MASH

Children's Social Care out of Hours Team
(5.00pm onwards)

020 7364 3444/
5601/5606

020 7364 4079

Hackney Resident

First Response

Emergency Duty Team
(5.00pm onwards)

020 8356 5500

020 8356 2710

