CHISENHALE PRIMARY SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

September 2026



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INTRODUCTION

Chisenhale is a **Unicef Rights Respecting School**. Our vision and values support Articles 3, 28, 29, 31 of the United Nations Convention on the Rights of a Child.

- Article 3: The best interests of a child must be a top priority in all things that affect children.
- Article 28: Every child has the right to an education.
- Article 29: Education must develop every child's personality, talents and abilities to the full.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Safeguarding is everyone's responsibility. Every pupil at the school has the right to live free from fear of abuse and for the adults in their lives, at home, in the community and at school, to watch over them, listen to their views and take action if they are concerned. This safeguarding policy sets out how parents, staff and school leaders will respond if they are worried about a child.

Our mission

At Chisenhale we strive to ensure our children spend their day learning together for a better future. We see our children as developing into responsible citizens and our school as a world of possibilities.

Our curriculum gives our children breadth of learning with experiences which embrace their physical, spiritual and emotional development. They have time to think, play and thrive as an individual and as part of a community in a supportive, caring and challenging environment.

To achieve this we work to clear principles that guide our work and response to any concerns.

AVAILABILITY

This policy is available:

- on the school website
- in the staff shared drive
- shared at staff and volunteer induction & training
- at the school office

WHO THIS DOCUMENT APPLIES TO

This document applies to all young people under 18 at the school.

This Child Protection Policy applies to all staff, volunteers, visitors and governors; all procedures have been written in accordance with Keeping Children Safe in Education 2026 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations and Concerns that do not meet the Harm Threshold.

Everyone working at the school as a member of staff or volunteer and the Governors, have a duty to safeguard and protect our young people. They must read this policy and sign to say they have read it in its entirety and understand their roles and responsibilities as set out in it.

Visitors to the school including contractors must read and agree to our safeguarding statement.

REVIEW

The school's safeguarding policies and procedures will be review at least annually, unless an incident, new legislation or guidance calls for the need for a review. Reviews are conducted in line with legislation and national/local guidance and in consultation with the governing body, the staff group and where appropriate, pupils.

1. CORE SAFEGUARDING PRINCIPLES

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

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

2. PURPOSE OF POLICY

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

3. SAFEGUARDING LEGISLATION AND GUIDANCE

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

Legislation

- Section 175 of the Education Act 2002
- The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
- Human Rights Act 1998
- The Equality Act 2010
- Data protection legislation including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- The Safeguarding Vulnerable Groups Act 2006

Guidance

- Working Together to Safeguard Children 2023 (HM Government December 2023, Updated 18th March 2026)
- Keeping Children Safe in Education 2026 (Department for Education, 1st September 2026)

- Information Sharing: advice for practitioners providing safeguarding services (Department for Education, 2015, Updated May 2024)
- What to do if you're worried a child is being abused 2015 (Department for Education, March 2015)
- Early Years Foundation Stage Statutory Framework for group and school-based providers (July 2025)
- The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (Updated 28th June 2018)
- The Teacher Standards 2012 (Updated 13th December 2021)

4. PAN LONDON & TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP GUIDANCE

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

- London Child Protection Procedures revised 8th Edition (London Safeguarding Children Board, 30th March 2026)
- Tower Hamlets Safeguarding Children Partnership Levels of Need Guidance (September 2023)
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2026
- Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff and Concerns that do not meet the harm threshold – September 2026
- Tower Hamlets SCP Multi-Agency Escalation and Resolution Policy

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

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

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

The school is committed to engaging with the THSCP multi-agency safeguarding training offer and the borough's Designated Safeguarding Leads Forums, participating in THSCP/LA's

Section 175/157 School Safeguarding Audit Cycles, providing key information about children relevant to keeping children safe, participating fully in the Rapid Review process and Child Safeguarding Practice Reviews, and supporting the agreed safeguarding priority areas for 2025-2027, which are Think Family and Adolescent Safeguarding.[1]

6. LOCAL AUTHORITY STRATEGY

In recognition of the school's pivotal role in the local safeguarding system, the implementation of this Child Protection policy and other related policies to safeguard and promote the welfare of pupils, will support the school's continued central contribution in driving improvements in outcomes for children in the borough, an overall objective set out in council strategy including:

- TH: Is Accelerate: The Tower Hamlets Children and Families Partnership Strategy 2024-2029
- Tower Hamlets Special Educational Needs, Disabilities and Inclusion Strategy 2024-2029
- Tower Hamlets Early Help Strategy 2025-28: Going further to make support easy to access for all families
- VAWG and Women's Safety Strategy 2024-2029
- Tower Hamlets Serious Violence and Exploitation Strategy

7. KEY DEFINITIONS

Safeguarding and promoting the welfare of children is:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of a child's physical and mental health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

The phrase 'child protection' refers to the processes followed to protect children who have been identified as suffering or being at risk of suffering significant harm.

Child includes everyone under the age of 18.

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

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

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

8. ROLES AND RESPONSIBILITIES

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

In accordance with the statutory requirement for a named member of the Governing Body to take leadership responsibility for safeguarding at the school, the Safeguarding Link Governor is **Dr Jennifer Lowe.**

The headteacher is responsible for ensuring that the school's Child Protection Policy and other safeguarding policies are communicated to all staff, understood by all members of staff, and followed by all members of staff.

The Designated Safeguarding Lead takes the ultimate lead responsibility for safeguarding arrangements within the school on a day-to-day basis, including online safety and understanding the filtering and monitoring systems and processes in place.

- **Gemma Anidi** is the designated safeguarding lead, as well as being the head teacher. This means she has lead responsibility for the wellbeing and protection of all students at the school, ensuring staff are recruited and trained safely, and monitoring the progress of any pupil needing additional care or protection.
- **Mairead McCarthy** is a Deputy Safeguarding Lead, SEN/dCo and Designated Teacher. She works closely alongside Gemma to be fully aware of the needs of students across the school and is able to take any necessary action in Gemma's absence.
- **Ruth Crossan** is a Deputy Safeguarding Lead and the parent engagement officer. She works closely alongside Gemma to be fully aware of the needs of students across the school and is able to take any necessary action in Gemma's absence.
- Gemma, Mairead and Ruth can be contact on the school number: 0208 980 2584 or via email safeguarding@chisenhale.towerhamlets.sch.uk
- **Neil Cunningham** is the Chair of Governors and can be contacted on the school number (0208 980 2584), or by email: ncunningham14.211@lgflmail.org
- **Jennifer Lowe** is the designated Safeguarding Governor. She also can be contacted via the school, or by email: Jlowe37.211@lgflmail.org

Out of school hours and during school holidays concerns can be sent via email to the headteacher on safeguarding@chisenhale.towerhamlets.sch.uk

The DSL takes the lead on supporting pupils during standard and non-standard transition points and ensuring that relevant information for the safeguarding of these children is shared. This includes ensuring that safeguarding files are sent separate from the main pupil file to the new school within the first 5 days of the child starting there and that appropriate follow-up is done if the school is not receiving safeguarding information from the previous school the child attended.

If the school has not received the safeguarding records for new pupils within the first 5 days of the pupil starting during standard and non-standard transition points, then the school will proactively reach out to the previous school for the transfer of safeguarding files.

All staff should recognise that as frontline workers they are in a vitally important position to identify concerns early, provide help and support to children, promote children's welfare, and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

All staff have a responsibility to report safeguarding concerns immediately to the DSL. The DSL should be spoken to in person, about any immediate concerns. Staff record on the CPOMS system which will alert the Designated Safeguarding Lead (Gemma), and the Deputy Designated Safeguarding Leads, (Mairead and Ruth).

All members of staff take responsibility for writing up clear and comprehensive safeguarding concerns using the school's safeguarding record system. Through the DSL's oversight safeguarding records include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or a deputy).

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

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

The school has robust arrangements to ensure safeguarding leadership is available during school hours and during out-of-hours activities. Appropriate systems are in place to enable safeguarding concerns to be received, monitored and responded to during periods when the DSL is unavailable.

9. RIGHTS OF THE CHILD

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

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

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

In fulfilment of the school's Public Sector Equality Duty, the school has due regard to the need to eliminate unlawful discrimination, harassment, and victimisation (and any other conduct

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

prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not.

Within the context of safeguarding and promoting the welfare of children, we support our pupils with protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. This can also include taking positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children, including those with long term conditions.

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

The school shares the London Borough of Tower Hamlet's commitment to being an anti-racist borough and to tackle and eliminate race discrimination. The council's Black, Asian, and Minority Ethnic Inequalities Commission (2021) concluded that racism still exists within institutions and structures in the borough and has developed an action plan to achieve race equality at pace.[4] The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education Chisenhale is working as a school to ensure there is an anti-racist approach to all aspects of school life. The school along with other safeguarding partners is fully committed to implementing the Tower Hamlets Safeguarding Children Partnership's Anti-Racist Charter (2025) across its safeguarding practice.

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

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

A Child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is pregnant and/or is a parent themselves;
- has exhibited early signs of abusive, violent and/or harmful behaviours;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from education, home or care

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

- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is at risk of so-called honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

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

11. CHILDREN IN NEED OF A SOCIAL WORKER

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

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

All children who have been known to a social worker remain on the school 'Vulnerable Children' list. These children are discussed at regular meetings by the Leadership and Pastoral Team. Any necessary interventions are put in place and monitored. These may relate to support from a Learning Mentor, School Therapists or be academic interventions.

12. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Willow Clark is the trained Mental Health Lead for the school.

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems. All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect, ~~or~~ exploitation or other adverse experiences.

Staff should be aware of the impact that trauma, bereavement, family adversity, domestic abuse, bullying, discrimination and other safeguarding concerns can have on a child's emotional wellbeing and mental health.

Staff should recognise that safeguarding concerns and mental health difficulties can often overlap and interact. Children experiencing mental health difficulties may be more vulnerable to safeguarding risks, whilst children who have experienced abuse, neglect, exploitation or trauma may present with emotional, behavioural or mental health needs. Early identification and appropriate support can help prevent concerns from escalating and promote positive outcomes for children.

Whilst all staff should be alert to behaviour, presentation and emotional responses that may indicate a child is experiencing difficulties with their mental health or wellbeing, only appropriately trained professionals should attempt to make a diagnosis of a mental health condition. Concerns about a child's mental health should be discussed with the Designated Safeguarding Lead and considered alongside any other safeguarding information known about the child.

The school is committed to promoting positive mental health and emotional wellbeing through a whole-school approach. Appropriate support will be provided at the earliest opportunity, and where necessary the school will work in partnership with parents/carers and relevant agencies to ensure that support is coordinated and proportionate to the child's needs.

Where staff have a mental health concern about a child they should raise the issue by informing the designated safeguarding lead or deputy. This should be done by completing a CPOMs record under the 'mental health and wellbeing' category.

Staff, pupils and parents can also make an appointment to see the school's Therapeutic Lead, Raquel Bent, to discuss any concerns they have.

Chisenhale also actively works with the Tower Hamlets emotional Wellbeing service (THEWs) to support our children. The service offers individual referrals, group work and support in building our whole school approach. The Whole School Approach is creating a mentally healthy school and having all the staff working together and being committed towards this goal. It involves creating a positive ethos and inclusive culture and working with families to make sure the whole community is welcoming. The goal is to promote good mental health and wellbeing to allow children to thrive.

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 deputy. This should be done by completing a CPOMs record under the 'cause for concern' category.

From here the senior staff will consider the most appropriate action to take which can include referral to CAMHs or THEWs.

13. LOOKED AFTER CHILDREN, PREVIOUSLY LOOKED AFTER CHILDREN & CHILDREN IN KINSHIP CARE ARRANGEMENTS

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

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

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

Mairead McCarthy is the named member of staff responsible for Looked After Children. In the event of there being a LAC in the school, she will liaise with the Virtual School Headteacher. Gemma Anidi is the Deputy lead for Looked After Children.

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

The school will work with the Tower Hamlets Virtual School to promote and champion the attendance, attainment and progress of children in kinship care arrangements. Since September 2024, the Virtual School has a non-statutory responsibility to promote the education of children in kinship care arrangements regardless of whether the children have been previously looked after by the Local Authority. Kinship Care is any situation in which a child is being raised in the care of a friend or family member who is not their parent. The arrangement may be temporary or longer term. Examples of kinship care arrangements include Private Fostering Arrangements, Special Guardianship Order, and Child Arrangements Order, where the child is being cared for by a relative or friend who is not a parent.

14. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

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

- professionals and other adults making assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- the potential for children with SEN and disabilities or certain medical conditions being vulnerable to experiencing peer exclusion and isolation and being disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs
- children not understanding that what is happening to them is abuse; and
- communication barriers when reporting abuse and difficulties in overcoming these barriers.
- the need for intimate care or that these children are isolated from others and that these children are more likely to be dependent on adults for care, and
- children with SEN and disabilities may have issues understanding the impact of their behaviour or the consequences they receive. They may be unable to understand the difference between fact and fiction in online content and then repeat the content/behaviours in school or college.

For some disabled children, their dependency on parents and carers for practical assistance in daily living, including intimate personal care, may increase their risk of exposure to abusive behaviour. Some children may also have an impaired capacity to resist or avoid abuse. Looked After Disabled Children may be particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day-to-day physical care needs.

Further information on safeguarding SEND children is available in the non-statutory guidance Safeguarding Disabled Children (2009); NSPCC Safeguarding Children with Special Educational Needs and Disabilities (May 2022), and NSPCC Safeguarding d/Deaf Children and Children who have disabilities at greater risk of abuse (September 2025). Staff should speak with the DSL and SENDCO in the first instance.

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

Staff are trained to understand and be aware of these additional barriers to ensure this group of children are appropriately safeguarded.

We identify pupils who might need more support to be kept safe or to keep themselves safe by:

- reviewing and identifying pupils and their needs as part of vulnerable children meetings
- planning to meet identified needs
- reviewing the impact of plans on outcomes for children and adapting planning in response to these

CHILDREN WITH MEDICAL CONDITIONS

Children with medical conditions may face additional safeguarding vulnerabilities, particularly where their condition affects communication, independence, emotional wellbeing or attendance. Staff should be mindful that safeguarding concerns may present differently and should work alongside health professionals and parents to support these children.

Children with medical conditions may be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school or where they are repeatedly sent without essential medication, thereby putting the individual at risk. In these cases, the school will take appropriate action and make referrals to the Children Social Care.

15. CHILDREN ABSENT FROM EDUCATION & CHILDREN MISSING EDUCATION

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

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

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 other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay, including through first day calling and home visits where contact cannot be made. Further

details of the processes and procedures to be followed can be found in the school's attendance policy. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if numbers change.

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

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

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

16. ELECTIVE HOME EDUCATION

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

When a parent informs the headteacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family. In accordance with Keeping Children Safe in Education and LBTH Policy this meeting has to occur before any final decision is made by the parents, to ensure that the best interests of the child have been taken fully into account and carefully considered. The occurrence of this meeting is especially important when the children have known vulnerabilities including Children known to a Social Worker and children with SEND.

17. WHISTLEBLOWING

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

In line with the school's whistleblowing policy, concerns should be raised, without delay, with the headteacher. If the concern relates to the headteacher, concerns should be reported to the chair of governors.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available to employees as set out in Government's guidance on whistleblowing. To raise whistleblowing concerns externally school staff are advised to report to the Prescribed Bodies in the Government's List of Prescribed Bodies and Persons, which includes for safeguarding related concerns the NSPCC: Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at nspcc.org.uk/whistleblowing.

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

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff, trainee teachers and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2026 Part 4 and the THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2025.

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

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

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

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

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

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

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

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

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A low-level concern is a behaviour towards a child by a member of staff that does not meet the harm threshold, is inconsistent with the staff code of conduct, and may be as simple as causing a sense of unease or a 'nagging doubt'. For example, this may include:

- Being over-friendly with children
- Having favourites
- Taking photographs of children on a personal device
- Engaging in 1-to-1 activities where they can't easily be seen
- Humiliating pupils

Low-level concerns can include inappropriate conduct inside and outside of work, online and in person.

All staff should share any low-level concerns they have by completing a Low Level concern form (see appendix) and email/hand to the headteacher (if you don't have a form, an email or written note is sufficient): safeguarding@chisenhale.towerhamlets.sch.uk. We also encourage staff to self-refer if they find themselves in a situation that could be misinterpreted. If staff are not sure whether behaviour would be deemed a low-level concern, we encourage staff to report it.

A concise record is required, including brief context in which the low level concern arose, plus details which are chronological, precise and as accurate as possible, of any such concern and /or relevant incident[s]. The form should be signed, times and dated.

All reports will be handled in a responsive, sensitive and proportionate way.

Unprofessional behaviour will be addressed, and the staff member supported to correct it, at an early stage.

This creates and embeds a culture of openness, trust and transparency in which our values and expected behaviour are constantly lived, monitored and reinforced by all staff, while minimising the risk of abuse.

Our procedures for dealing with allegations will be applied with common sense and judgement.

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

19. STAFF SAFEGUARDING TRAINING INCLUDING TRAINING FOR GOVERNORS

School staff and governors are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. The safeguarding training at induction and indeed as part of continuous professional development should include Online Safety covering among other things an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring systems in place at the school. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements are in place.

All staff have regular training on areas related to safeguarding and child protection.

New staff, including long term agency staff and volunteers:

Mandatory induction training will include:

- the child protection policy;
- Keeping Children Safe in Education
- the behaviour policy;
- the staff code of conduct;
- the safeguarding response to children who go missing from education;
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE 2025)

Designated Safeguarding Leads: attend at least 12 hours of training every two years; and in addition to formal training, their knowledge and skills are refreshed at regular intervals. They attend the Local Authority DSL forums throughout the year and keep up to date with the school subscription to the National College.

All staff: will receive regular safeguarding and child protection updates at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This will include:

- The local early help process and their role in relation to it and the circumstances students may be in who might benefit from it, e.g., those with SEND, mental health need, young carers, showing signs of ASB, frequently going missing, risk of exploitation, risk of radicalisation, family member in prison, substance misuse/ adult mental health issues/ domestic abuse within the home, substance misuses themselves, care leaver, risk of honour-based abuse, privately fostered, persistently absent from education
- The process for making referrals to local authority children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (child protection) that may follow a referral, along with the role they might be expected to play in such assessments. specific guidance in recognising signs of abuse, FGM, child trafficking and exploitation, child sexual exploitation, children at risk from extremism and radicalisation, domestic violence, online safety (use of ICT, the Internet and Social Media), forced marriage, violence against women and girls, child on child abuse, involvement in gangs, drugs and neglect
- the school's child protection policy and Keeping Children Safe in Education, including updates.
- Online safety including that technology is a significant component in many safeguarding and wellbeing issues and the risks young people an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring
- What to do if a child tells them they are being abuse, exploited, or neglected and to maintain an appropriate level of confidentiality
- Knowing not to promise a child confidentiality regarding a report and to reassure them they are being taken seriously and assure them that they are doing the right thing by sharing concerns
- Know that not all children may feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their

experiences as harmful, staff should still exercise professional curiosity and discuss concerns with the DSL

- Know that indicators of abuse and neglect are rarely standalone issues and exercise professional curiosity
- What extra-familial risks and/ or contextual risks which occur outside of the families are e.g., sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation.
- Know how to report concerns, including an allegation of abuse made against a member of staff

All staff will be asked, on an annual basis following training, to sign to say they have read and understood the school's child protection policy and KCSIE part 1 and/or to indicate any questions they have/further training they would like.

In addition to annual updates safeguarding briefings will be provided for staff on at least termly. We will also make use of serious case reviews in staff safeguarding sessions.

The governing body will make sure all governors receive appropriate safeguarding and child protection training at the point of induction and updates, at least annually. Such training will provide governors with the knowledge they need to:

- Provide sufficient challenge
- Assure themselves that policies and procedures are effective
- Ensure there's a whole-school approach to safeguarding in place

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process. Updates will be provided through training and via the staff email group.

A record of training attend by all staff will be maintained by the designated safeguarding lead.

Any staff who are unable to attend training sessions will be provided with an alternative date/time to undertake the training.

20. VISITORS

All visitors are asked to sign in using the inventry system and will be issued with a personalised visitor sticker from inventry and a lanyard. They will be asked for photo ID and if they have a valid DBS check. Details will be recorded on the Visitors Check google form. Visitors who have provided a valid and clear DBS check do not need to be accompanied by a member of staff while on site, if this is relevant to their visit. They will be issued a black visitor lanyard. If they provide a DBS which is not clear the headteacher (or an assistant head in her absence) must complete a risk assessment and give authorisation before they can come onto the school site. Those who do not have a DBS check must be accompanied by a member of staff at all times, and will be issued with a red visitor lanyard.

Events – when there is an event during the school day, for parents or other groups of visitors, guests are asked to sign a paper sign in sheet and wear a 'visitor' sticker.

The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities. The school requests and ensures receipt of written confirmation from any group/club that relevant checks and training have been carried out and the staff involved in the provision are suitable to work with children. Appropriate checks will take place for all occasional visitors (e.g. by searching for the person or company on the internet). Visitors will be asked to provide evidence of checks (DBS) prior to the visit

commencing. The school recognises that some visitors may not hold a DBS check due to the nature of their role/the purpose of the visit. These visitors will be accompanied by a member of school staff at all times. All visitors are expected to sign in and state they have read the Safeguarding Statement to ensure that they uphold the values and policies of the school.

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. Visitors may include professionals, contractors, guest speakers, performers, family members and community organisations. The school will undertake appropriate checks, and supervision arrangements proportionate to the purpose of the visit.

The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the PACE Code C statutory guidance.

21. VOLUNTEERS

From September 2026, volunteers undertaking teaching, training, instruction or supervision of children frequently, on more than three days in a thirty-day period, or overnight, are engaged in regulated activity and will require appropriate DBS checks, including children's barred list information where required.

Volunteers who are not undertaking regulated activity will be subject to a written risk assessment to determine the level of safeguarding checks required.

22. ALTERNATIVE PROVISION PROVIDERS

When the school places a pupil with an alternative provision provider in the best interests of the child, the school will continue to be responsible for the safeguarding of that pupil and will take action to be satisfied that the placement meets the pupil's needs.

In accordance with KCSIE and the statutory guidance Arranging Alternative Provision, as a minimum, the school will have a written record of where a child is based during school hours, the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. The school will regularly review at least half termly the alternative provision placements to obtain assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs. Where safeguarding concerns arise, the school will immediately review the placement and consider termination, if necessary, unless or until those concerns have been satisfactorily addressed.

In fulfilment of its safeguarding responsibilities towards the pupil placed there, the school will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the Alternative Provider, for example, the checks that schools would otherwise perform on their own staff. The school will also obtain written confirmation that the alternative provider will inform the school of any arrangements that may put the child at risk (i.e. staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

23. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Extended School childcare provision is delivered by school staff and is subject to risk assessments and safeguarding procedures in line with the usual school day.

Where services or activities are provided separately by another organisation, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. The school will ensure that all safeguarding requirements are set out clearly in the lease

or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

All off-site activities are subject to a risk assessment completed on the EVOLVE system, which is checked by the and EVC and/or the Headteacher.

Where other organisations provide service or activities on the school site the school will undertake checks ahead of the visit to ensure they have the correct procedures in place, including safer recruitment procedures.

When pupils attend off-site activities, including day and residential visits and work-related activities, the school will undertake checks ahead of the visit to ensure they have the correct procedures in place, including safer recruitment procedures.

Where services or activities are provided separately by another organisation outside of normal school hours, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. This applies regardless of whether or not the children who attend any of these services or activities are pupils on the school register. The safeguarding standards expected of non-regulated external organisations are set out in the Department for Education's After-School Clubs, Community Activities and Tuition: Safeguarding Advice for Providers (September 2023, Updated 29 May 2025). The school will ensure that all safeguarding requirements are set out clearly in the lease or hire agreement with the organisation, as a condition of use and occupation of the school premises; and that failure to comply would lead to the termination of the agreement.

24. IDENTIFYING ABUSE

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

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

For further information on Contextual Safeguarding staff may wish to consult the Contextual Safeguarding Program, which also contains self-assessment resources for schools namely the Beyond Referral Toolkit: Harmful Sexual Behaviours and Beyond Referral Toolkit: Extra-familial harms in schools.

25. INDICATORS OF ABUSE

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

Sexual - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in

preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Further guidance and resources for schools on Child Sexual Abuse can be found on the Centre for Expertise on Child Sexual Abuse website which includes the guidance documents Communicating with Children for Education Professionals and Communicating with Parents and Carers.

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

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

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

26. VOICE OF THE CHILD

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

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

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

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

relationships with children and young people which facilitates communication and the sharing of concerns.

KCSIE 2026 Part 2 requires schools to have a Child Protection Policy that refers to the systems in place to facilitate children voicing their concerns and reporting abuse. According to KCSIE these systems need to be accessible, understood by all children and promoted throughout the school.

At Chisenhale we promote children talking about their experiences and emotions. We work to ensure that all children can identify a trusted adult in school with whom they feel they can share concerns, feelings and anxieties.

We have boxes in the classroom where children can post a note to the teacher. We also have drop-in sessions with the School Counselling Partnership Lead which children self-refer.

We have three members of staff trained to carry out Emotional Literacy Sessions with children, two Therapists and a Tower Hamlets Emotional Well-being Worker.

The school curriculum promotes the understanding of children keeping themselves safe and seeking help. This is not only within the PSHE curriculum, including Relationships Education, but also in other areas including the texts chosen in literacy, history lessons and of course online safety lessons. Online safety is taught throughout the year in computing lessons and across other areas of the curriculum.

We also have a child-friendly safeguarding policy and poster to make clear to pupils how to get help, if required.

27. SAFEGUARDING ISSUES

28. CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation is a form of child sexual abuse. CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. This can be committed or facilitated by an organised network or gang, and the victim may identify as being part of this group. CCE and CSE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. This may constitute modern slavery - https://www.gov.uk/government/publications/modern-slavery-how-to-identify-and-support-victims/modern-slavery-statutory-guidance-for-england-and-wales-under-s49-of-the-modern-slavery-act-2015-and-non-statutory-guidance-for-scotland-and-northe. Where a child is identified as a potential victim of CSE or CSE, a child protection and modern slavery referral will be made.

The victim may have been sexually exploited even if the sexual activity appears consensual. Apart from age other factors that could make a child more vulnerable to exploitation, include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

CSE can include both physical and non-physical contacts including assault by penetration (for example, rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may occur without the child or young person's immediate

knowledge (e.g. through others copying videos or images they have created and posted on social media).

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. Some children may not realise they are being exploited, as they may believe they are in a genuine romantic relationship. Children may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

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

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

The primary PSHE and Relationships Education curriculum cover appropriate reference to CSE risks at an appropriate level of understanding for the age group.

For further information staff can read the Home Office Statutory Guidance on Child Sexual Exploitation as well as speaking to the DSL. The Children's Society has provided useful guidance on Child Sexual Exploitation.

29. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

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

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

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

experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

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

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

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

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

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

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

• go missing from education and/or home and subsequently found in areas away from their home;

• have been the victim or perpetrator of serious violence (e.g. knife crime);

• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;

• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;

• are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;

• owe a 'debt bond' to their exploiters;

• have their bank accounts used to facilitate drug dealing

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals. Metropolitan Police information leaflets raising awareness about Cuckooing are available from the council website in English, Bengali and Somali.

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

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

30. SERIOUS YOUTH VIOLENCE

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include disrupted education (e.g. suspensions, permanent exclusions, time in alternative provision) or a history of offending, increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Children involved may be both victims and perpetrators of harm. School staff will consider whether involvement in serious violence forms part of a wider safeguarding concern.

31. ONLINE HARMS

Children should have the right to explore the digital environment but also the right to be safe when on it. However, technology often provides the platform that facilitates harm, and the use of technology has become a significant component of many safeguarding issues. Examples of which include child sexual exploitation; child criminal exploitation; radicalisation; sexual predation/grooming; and forms of child-on-child abuse such as cyberbullying and making or sharing nudes and semi-nudes. The Online Safety Act 2023 among other things makes cyberflashing, threatening communications and the promotion of self-harm criminal offences. Artificial Intelligence is the current technological innovation evolving with speed, which will benefit society including the education sector but also generate great risks and challenges compromising the safety of children, for example, Generative Artificial Intelligence is being misused to create sexualised images and videos of children especially girls.

Schools are signposted to the Internet Watch Foundation's Professionals Guide: Understanding and Responding to AI-Generated Child Sexual Abuse Material and the IWF's Report and Remove Tool that may be useful for pupils.

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

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

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

- **Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content,

misogyny, misinformation, disinformation, conspiracies, self-harm, suicide, anti-Semitism, radicalisation and extremism;

- **Contact**: being subjected to harmful online interaction with other users; for example, peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention of grooming or exploiting them for sexual, criminal; financial or other purposes;
- **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images (e.g. consensual or non-consensual sharing of nudes and semi-nudes), and/or pornography, sharing other explicit images and online bullying.
- **Commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. When pupils are at risk of phishing, school can reports concerns to the Anti-Phishing Working Group (https://apwg.org/).

School is committed to reviewing and implementing its Online Safety Risk Assessment to keep staff and pupils safe when using technology including the use of Artificial Intelligence.

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

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

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

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- The effectiveness of filtering and monitoring systems will be formally reviewed at least annually by the senior leader responsible for filtering and monitoring, working alongside the DSL and IT support provider. Records of these reviews and checks will be maintained.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- having effective monitoring strategies in place that meet their safeguarding needs.

The school filtering and monitoring system is provided by LGFL and monitored and checked on a regular basis. **Filtering** is the system that a school uses to restrict what access a student can have to the internet, e.g., blocking certain sites. Filtering should reduce the amount of access or exposure students have to harmful material.

Monitoring is very simply keeping a watch on what students are doing whilst they are online. We use 'Impero' software to support with monitoring, but our primary method of monitoring is via classroom management and supervision. Children do not have unsupervised access to the internet.

Our teaching and support staff have the following responsibilities:

- **Teach** children about responsible digital behaviour, ethics, and the consequences of inappropriate online actions
- **Notify** if teaching about any topics which could create unusual activity on the filtering logs; or if think are any unreasonable restrictions affecting teaching/learning/admin tasks
- **Report** (and record via CPOMs) if they witness or suspect unsuitable material has been accessed, or notice abbreviations or misspellings that allow access to restricted material

Who's responsible for our system and procedures?

Our…

- DSL takes lead responsibility for filtering and monitoring reports and any safeguarding concerns that appear
- Senior leadership team makes sure staff understand their roles, reviews the effectiveness of our systems and oversees reports
- IT service provider (Bow School) has technical responsibility for maintaining and managing our system

The school regularly reviews the effectiveness of the filtering and monitoring system in accordance with the Department for Education's Digital and Technology Standards.

Remote Learning

In some circumstances, it is necessary for staff to be teaching children from home, and for children to be learning at home. All staff are trained on the School Remote Learning Policy, which is available on the school shared drive and the school website.

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they work in a way that will safeguard and promote the welfare of all of the pupils at this school at all times. This includes the responsibility to provide a safe environment in which children can learn either at school or at home. Where staff are interacting with children online, they will continue to follow our existing code of conduct and the school IT acceptable use policy.

If a member of staff, or a parent has a concern, they should act immediately, following the school safeguarding procedures, as per the school Safeguarding and Child Protection Policy.

A Designated Safeguarding Lead or Deputy will always be available, in school or by telephone if working remotely.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Staff Protocols for Remote Learning

Use of devices:

- Make sure devices used at home are password protected
- Use only your school accounts for school business, especially email as this is secure.
- Save documents onto the school server or Google drive

Google Meets:

- Remind everyone about behaviour expectations and implications at the beginning
- Remind parents they should be in the room

- Be aware of your own surroundings and who/what is visible to pupils and blur the background
- Send the link rather than an invite so the pupils can't join until you are ready
- Where possible do have two adults in a meet – especially the large class ones
- Position the screen sensitively if others are in the house
- Planned 1:1 meetings: parents should be told at the beginning of each meeting that for safeguarding purposes the meeting is recorded and held on the school server for one week, then automatically deleted.
- If you are in a 1:1 meeting with a child because other children have not turned up or have left, let a senior member of staff know so that it can be logged.

Phone calls:

- Use secure online systems to retrieve parent telephone numbers, do not keep written lists at home unless you can lock them away and guarantee safe disposal.
- Always withhold your number when using personal telephones
- When speaking to a child ask for the phone to be on speakerphone and a parent to remain present
- Hold conversations privately
- Always remember to record on the school system contact with family – or failed contact.

Content:

- Do not upload content for children that you have not watched yourself
- Do regularly remind pupils of internet safety
- Due consideration should be put in place by staff before sharing photos or video as to whether there are any issues regarding safer care and professional conduct, online safety or other safeguarding elements.

Chisenhale School is committed to ensuring that Online Safety is a running and interrelated theme throughout its safeguarding arrangements including policy and procedure, the curriculum, staff training and induction, the role of the DSL, and parental engagement. This includes promoting an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring systems in place when children access the internet via school devices and the school network.

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

The school has an Online Safety Policy which is reviewed annually, or when there is a breach or new information or guidance. Part of this policy is that risk assessments are undertaken for use and monitoring takes place. Additionally, there are staff and pupil Acceptable User Agreements.

Online Safety guidance and resources can be found on THESS's resources page and the THSCP's website.

In accordance with Department for Education's guidance, Mobile Phones in Schools (February 2026), the school prohibits the use of mobile/smart phones throughout the school day as set out in the Behaviour Policy. Children are not allowed mobile devices in school (including breakfast club/night owls/activity clubs). Any children who travel to/from school alone and bring a phone for safety reasons, must check in their phone in the office each morning, where it will be locked in the safe until the end of the school day. The school's Mobile Phone Policy forms

part of the wider safeguarding framework and sets out expectations relating to pupils, staff and visitors concerning the safe and appropriate use of mobile devices.

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

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

32. DOMESTIC ABUSE

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

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

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

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

Chisenhale has signed the Tower Hamlets VAWG Pledge and Gemma Anidi is a trained VAWG Champion. The school can contact the Tower Hamlets Violence Against Women and Girls Team for support required on any of the VAWG strands including training needs and workshops for parents. Please contact the VAWG Training Officer: Amy-Kate.Garwood2@towerhamlets.gov.uk.

33. SO-CALLED HONOUR-BASED ABUSE

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

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

Female Genital Mutilation

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

The school refers to this guidance: HM Government Multi-Agency Statutory Guidance on FGM, Updated 30th July 2020]

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. However, teachers should notify the Designated Safeguarding Lead of this action as well as reporting the disclosure of FGM in line with school's safeguarding procedures.

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

Forced Marriage

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

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

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 75-81 of which focus on the role of schools and colleges. The guidance can be accessed here: The Right to Choose Updated April 2023.

Virginity Testing and Hymenoplasty

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

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

In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance Virginity testing and hymenoplasty: multi-agency guidance (August 2025).

34. RADICALISATION AND EXTREMISM

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

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

Chisenhale holds a Prevent Risk Assessment and Prevent Checklist which is to be reviewed bi-annually, or on receipt of new information or guidance. This references and follows the statutory guidance Statutory guidance on the Prevent duty 2023 (Updated March 2024), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism. **Paragraphs 141-207 pertain to Education.** Reference should also be made to The Prevent duty: safeguarding learners vulnerable to radicalisation. Support for those working in education settings with safeguarding responsibilities (Department for Education, October 2022)

All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. There is an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.

Chisenhale has a wide curriculum which includes visits and visitors, as well as texts and assemblies to ensure British Values are promoted and the spiritual, social, moral and cultural as well as physical and mental wellbeing of the children are developed.

The staff understand that the school is subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. Chisenhale is a safe space in which children can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. However, staff are mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996.

Tower Hamlets assesses the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This is shared with DSLs to understand the potential risk in the local area.

Chisenhale has robust safeguarding policies in place to identify children at risk, and to intervene as appropriate. The risk is considered and referrals are made to the MAST Team or Channel.

Staff have Prevent Awareness training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They know where and how to refer children and young people for further help.

The school IT policies ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

LBTH Prevent contact

Tom Llewellyn-Jones - Tom.Llewellyn-jones@towerhamlets.gov.uk

Prevent, Hate Crime and Protective Security Programme Manager

In LBTH all Prevent related concerns should be referred through completing a National Referral Form (NRF) and sent to the Multi Agency Support Team and **Prevent.referrals@towerhamlets.gov.uk**

35. CHILD-ON-CHILD ABUSE (INCLUDING HARASSMENT AND VIOLENCE)

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

Chisenhale Primary School takes a whole-school approach to preventing and responding to child-on-child abuse. We minimise risk through explicit teaching about respectful relationships, consent and online safety in our PSHE and computing curriculum; by promoting our values of confidence, curiosity and kindness; by maintaining high adult: pupil visibility at social times and during transitions; and by ensuring staff receive regular safeguarding and behaviour-management training that includes recognising and responding to child-on-child harm.

Child-on-child abuse is a safeguarding issue for both the child who has experienced harm and the child displaying the behaviour. It is preventable and may involve serious physical violence, threats, intimidation or the use of weapons.

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

Staff should treat all reports of child-on-child abuse very seriously and make it clear that all forms are unacceptable. As with all forms of abuse the occurrence of child-on-child abuse is an infringement of a child's human rights. Abuse is abuse and will never be dismissed as

‘banter’ or ‘part of growing up’. The school adopts a Zero Tolerance Approach to child-on-child abuse.

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

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

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

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as biting, hitting, kicking or hair pulling, or otherwise causing physical harm,
- physical assault and harm, or the threat of harm with a weapon,
- harmful sexual behaviour, sexual violence and sexual harassment including misogyny/misandry,
- 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 making or sharing of nudes and semi-nudes images and/or videos including those generated using AI,
- teenage relationship abuse – where there is a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- upskirting – taking a picture under a person’s clothing without their knowledge and/or permission with the attention of viewing their buttocks or genitals (with or without underwear) to obtain sexual gratification or cause the victim humiliation, distress, or alarm. It is a criminal offence.
- initiation/hazing - used to introduce newcomers into an organisation or group by subjecting them to a series of trials and challenges, which are potentially humiliating, embarrassing or abusive.
- prejudice and discrimination - behaviours which cause a person to feel powerless, worthless or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity. This includes behaviours driven by misogyny, misandry and other forms of prejudice, discrimination or hostility

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

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained. In the support that is provided to children questioning their gender, the school will adhere to any specific guidance issued by the Department for Education.

The school recognises that some children may not identify with the terms ‘victim’ or ‘perpetrator’; therefore, careful consideration will be given to the language used when discussing incidents and support arrangements with children and their families.

At Chisenhale Primary School we believe that all children have the 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.

At Chisenhale the social and moral education within the curriculum, and the Right's Respecting School agenda which underpins the school's approaches, lead to minimising the risk of child on child abuse. The school's approach including emotion coaching and restorative justice practices, including always ensuring a restorative conversation, lead to a safe environment.

The school will respond to any reports of child on child abuse reports in accordance with Keeping Children Safe in Education 2026. All responses to reports of child-on-child abuse will be subject to an immediate risk and needs assessment undertaken by the DSL (or deputy). This will be conducted on a case-by-case basis, using their professional judgement and supported by other agencies, such as children's social care and the Police, where necessary.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

A victim should never be given the impression that they are creating a problem by reporting abuse. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As always, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or deputy).

Risk Assessment

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator/s (if she/he/they attend the same school); and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

The DSL or DDSL should ensure they are engaging with children's social care and specialist services as required. Police are notified when a crime may have occurred. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Action following a report of child-on-child abuse - what to consider

Chisenhale will carefully consider any report of child-on-child abuse. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school not to tell anyone about the abuse, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;

- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim, other children, adult students or school/college staff;
- informing parents/carers (unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation
- other related issues and wider context.

As always when concerned about the welfare of a child, all staff will act in the best interests of the child. In all cases, Chisenhale will follow general safeguarding principles as per Keeping Children Safe in Education. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

Children sharing a classroom - initial considerations following a report of child on child abuse

Any report of abuse is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult regarding the victim and proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will usually be removed from any classes they share with the victim. Consideration will also be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of child-on-child abuse the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and transport, will be considered immediately. In all cases, the wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

Options to manage the report

Chisenhale will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Whether a report is going to be made to children's social care and/or the police, then, as a general rule, the school will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not stop the school taking immediate action to safeguard the children, where required.

There are four likely scenarios for the school to consider when managing any reports of child-on-child abuse:

1. Manage internally

   In some cases of child-on-child abuse, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising behaviour and bullying policies and by providing pastoral support.

2. Early help

In line with point 1 above, the school may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address nonviolent harmful sexual behaviour and may prevent escalation of sexual violence.

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral to local children's social care.
- At the referral to children's social care stage, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school (especially the designated safeguarding lead or a deputy) will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Chisenhale will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the designated safeguarding lead or a deputy) is prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support.

4. Reporting to the police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, the DSL will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies
- Where a report has been made to the police, the school should consult the police and agree what information can be disclosed to staff and others, in

particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continue to engage with specialist support for the victim as required.

All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMs.

Ongoing response: Safeguarding and supporting the victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim:

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The school is aware that, by the very nature child-on-child abuse, a power imbalance is likely to have been created between the victim and alleged perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis.

Safeguarding and supporting the alleged perpetrator

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school will have a difficult balancing act to consider. On one hand they need to safeguard the victim (and all other children and staff at the school) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- A child abusing another child may be a sign they have been abused themselves
- It is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a high level of support to help them understand and overcome the reasons for their behaviour and help protect other children by limiting the likelihood of them abusing again.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviour in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.

Discipline and the alleged perpetrator

With regard to the alleged perpetrator, disciplinary action can be taken whilst other investigations by the police and/or children's social care are ongoing. The fact that another body is investigating or has investigated an incident does not in itself prevent a school from coming to its own conclusion, on the balance of probabilities, about what happened, and acting accordingly. The school will consider if, by taking any action, they would prejudice an investigation and/or any subsequent prosecution. Careful liaison with the police and/or children's social care will help the school make a determination. It will also be important to consider whether there are circumstances that make it unreasonable or irrational for the school to reach their own view about what happened while an independent investigation is considering the same facts.

Working with parents and carers

The school will, in most instances, engage with both the victim's and the alleged perpetrator's parents or carers when there has been a report of sexual violence (this might not be necessary or proportional in the case of sexual harassment and should be considered on a case-by-case basis).

The exception to this rule is if there is a reason to believe informing a parent or carer will put a child at additional risk. The school will carefully consider what information they provide to the respective parents or carers about the other child involved and when they do so. In some cases, children's social care and/or the police will have a very clear view and it will be important for the school to work with relevant agencies to ensure a consistent approach is taken to information sharing.

It is good practice for the school to meet the victim's parents or carers with the victim present to discuss what arrangements are being put in place to safeguard the victim and understand their wishes in terms of support they may need and how the report will be progressed.

It is also good practice for the school to meet with the alleged perpetrator's parents or carers to discuss any arrangements that are being put into place that impact the alleged perpetrator, such as, for example, moving them out of classes with the victim and what this means for their education. The reason behind any decisions should be explained. Support for the alleged perpetrator should be discussed.

The designated safeguarding lead (or a deputy) would generally attend any such meetings. Consideration to the attendance of other agencies should be considered on a case-by-case basis.

Parents and carers may well struggle to cope with a report that their child has been the victim of an assault or is alleged to have assaulted another child. The school will consider signposting parents to appropriate support organisations.

Safeguarding other children

Consideration should be given to supporting children who have witnessed abuse. Witnessing such an event is likely to be traumatic and support may be required.

Following any report of child-on-child abuse, it is likely that some children will take "sides". The school should be doing all they can to ensure both the victim and alleged perpetrator, and any witnesses, are not being bullied or harassed.

Social media may play a role in the fall out from any incident or alleged incident. There is the potential for contact between victim and alleged perpetrator and a likelihood that friends from either side could harass the victim or alleged perpetrator online and/or become victims of harassment themselves.

The school, as part of its risk assessment, will consider any additional potential support needs to keep all of their children safe.

Schools are signposted to THESS's safeguarding resource webpage that contains links to key organisations that can support schools in their response to forms of child-on-child abuse.

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

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

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

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

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

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting upskirts. Dismissing or tolerating such behaviours will help to normalise them.

Sexual violence offences are defined under the Sexual Offences Act 2003:

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

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

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

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

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

All Staff need to be aware of the following:

- children under the age of 13 can never consent to any sexual activity;
- the age of consent is 16
- sexual intercourse without consent is rape.

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

Sexual Harassment

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

Sexual Harassment may include the following:

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

- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation, co-ercion and threats

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

Harmful Sexual Behaviours

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

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

Allegations of child on child abuse, including sexual violence or harassment, are handled as described in the previous section and are recorded on the school CPOMs system and directed to the DSL and Deputy DSL. The incident/allegation is investigated and procedures followed including safeguarding referral if appropriate. A risk assessment is completed to assess any risks to the victim, perpetrator or others, including the family of the perpetrator or children at any outside organisations they may attend. Support is put in place for the victim, others who may have been affected, and the alleged perpetrator, recognising they too may be a victim. This support will be assessed on a case by case basis.

Schools may find the Lucy Faithfull Foundation's Shore Space resource useful for teenagers worried about sexual behaviours

To support its overall prevention of and response to harmful sexual behaviours the school will give consideration to the best practice resources such as that available through the Contextual Safeguarding Program in particular the Beyond Referrals Toolkit: Harmful Sexual Behaviours

37. YOUTH PRODUCED SEXUAL IMAGERY

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

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

Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer

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

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

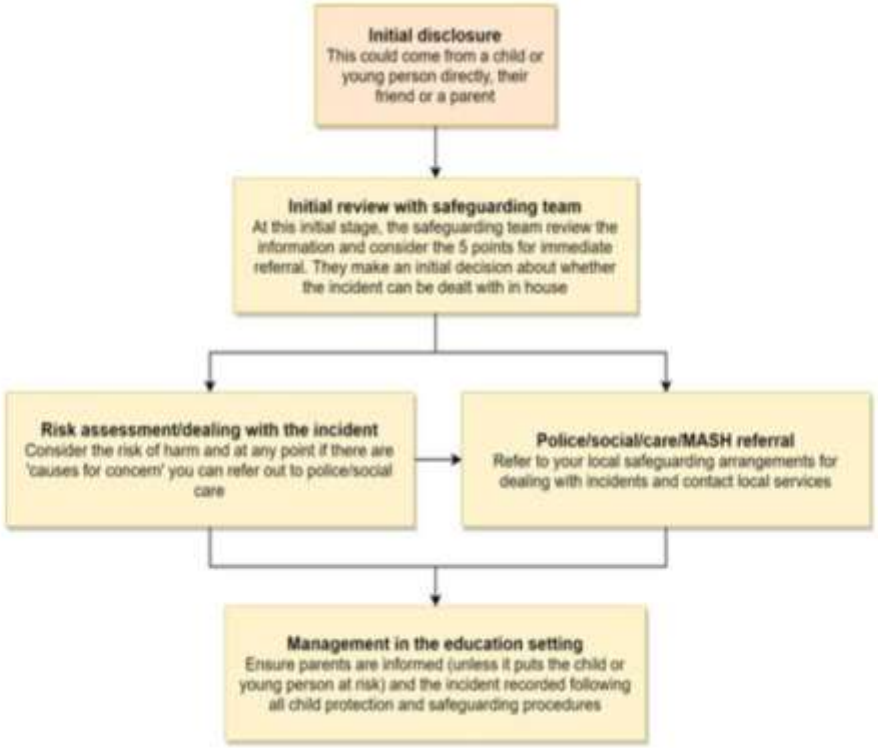
Nude and semi-nude images may also be digitally altered or wholly generated through artificial intelligence technologies, including so-called 'deepfake' or 'deep nude' images. Such images should be treated as safeguarding concerns and responded to in accordance with KCSIE 2026 and relevant UKCIS guidance.

When handling reports of Youth Produced Sexual Imagery, **staff must be aware that it is illegal for staff to view or share such imagery**. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with KCSIE 2026 and non-statutory guidance, Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People (Updated March 2024).

When an incident involving nudes and semi-nudes comes to the attention of any member of staff in the setting:

- the incident should be referred to the DSL (or equivalent) as soon as possible
- the DSL (or equivalent) should hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns
- there should be subsequent interviews with the children or young people involved (if appropriate)
- parents and carers should be informed at an early stage and involved in the process in order to best support the child or young person unless there is good reason to believe that involving them would put the child or young person at risk of harm
- a referral should be made to children's social care and/or the police immediately if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point in the process

The below diagram summarises the approach education settings should take when responding to an incident.



It is important to note that a disclosure may not be a single event and the child and young person may share further information at a later stage therefore multiple reviews and risk assessments may be needed depending on the situation.

38. BULLYING (INCLUDING CYBERBULLYING)

Bullying is a very serious issue that can cause anxiety and distress. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's Anti-Bullying Policy/Pupil Behaviour Policy/Child-on-child abuse Policy, in accordance with Keeping Children Safe in Education 2026 and Behaviour in Schools. Advice for Head teacher and School Staff (September 2022).

Incidents must be recorded on the CPOMs system and dealt with in line with the procedures outlined to the school's anti-bullying policy.

39. HOMELESSNESS

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

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

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

40. CHILDREN AND THE COURT SYSTEM

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

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

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

41. CHILDREN WITH FAMILY MEMBERS IN PRISON

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

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

42. PRIVATE FOSTERING

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

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

43. YOUNG CARERS

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

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

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

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified.

No young carer or young adult carer should take on caring roles which are inappropriate, excessive, or which negatively impact their life opportunities, health or wellbeing.

The school is committed to raising awareness about young carers, among staff, pupils and parents/carers, so that young carers can be identified and receive the support they need. The school will utilise the Young Carers in Schools program resources provided by the Carers Trust and the Children's Society: https://youngcarersinschools.com/ alongside the Tower Hamlets guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' and other resources available from THESS's safeguarding resource webpage.

The DSL will take the lead for Young Carers at the school and ensure that there is a whole school approach to improving the outcomes for young carers.

When young carers are identified, the DSL or Deputy DSL will have a conversation with the child using if helpful the Tower Hamlets Young Carers Identification Tool.

School recognises that in accordance with the Care Act 2014 and the Children and Families Act 2014 young carers have the right to an assessment by the Local Authority to identify needs and support and the person they are caring has the right to have a reassessment of their needs.

If the school thinks that the child or young person or a member of their family requires more support than the school alone can provide, the DSL/Deputy DSL should refer to the Tower Hamlets Multi-Agency Support Team (MAST), so that a Young Carers Assessment can be undertaken. This assessment can help to identify what additional support can be provided from other services including housing and adult social care. Schools should complete the Tower Hamlets Young Carers Identification Form and attach it to the MAST referral form that is sent.

44. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

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

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

Other community safety incidents in the vicinity of a school can raise concerns amongst staff, children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. All incidents that occur during the school day should be immediately reported to the DSL, and steps taken to ensure the safety and well-being of the children involved.

45. MODERN SLAVERY

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

Child Sexual Exploitation may be committed by an individual or organised network. Victims may identify as belonging to the group exploiting them and may not recognise themselves as victims.

Child Criminal Exploitation may constitute modern slavery. Children who have been criminally exploited may commit offences while under coercion and should be recognised primarily as victims.

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

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

46. TAKING SAFEGUARDING ACTION

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

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

47. EARLY HELP

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

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

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed in section 10 of this policy.

The school recognises that support may be provided through universal services, community-based early help services and targeted Family Help arrangements. The DSL will work with relevant partners to ensure children and families receive the right support at the right time.

Where needs cannot be met through universal or community-based support alone, the DSL may work with partner agencies to access Family Help services. The school will contribute

information to assessments, planning and reviews and will continue to support the child throughout any Family Help intervention.

Early Help work will be planned, monitored and evaluated by the vulnerable children team which will meet at least once a half-term. This panel is made up of the DSL and deputy DSL who is also the SEN/dCo, Learning Mentor and parent engagement officer.

Early Help provision will include, but is not limited to:

- Learning Mentors providing support to vulnerable children in school
- Completion of Early Help Assessments
- EHA Reviews
- Team Around the Child/Family meetings when there is a multi-agency approach
- Family Support worker working with parents/carers
- Referrals for financial advice
- Practical support with school uniform, food back etc

The Think Family approach, which is a current priority area for the THSCP, will be a core part of the early help practice.

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

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

The DSL will apply the THSCP Levels of Need Guidance to decide what level of safeguarding response is required as part of the Early Help response. If in doubt about the level of need the DSL will telephone the LBTH Multi Agency Support Team (MAST) for a discussion.

MAST:

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

Child Protection Advice Line

020 7364 3444

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

48. HANDLING THE REPORTING OR SHARING OF CONCERNS

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

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

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

- allow the child to speak freely
- remain calm
- allow silences
- refrain from asking leading questions
- tell the pupil what will happen next
- inform the DSL as soon as possible
- seek support from their line manager if they feel distressed.

Parents will be notified as soon as is practicable. There are some circumstances when there will be a delay in informing parents. These include when further advice is needed and when informing the parents is considered to put the child at further risk of harm.

49. CONFIDENTIALITY AND INFORMATION SHARING

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

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

Any member of staff can contact children's social care if they are concerned about a child but should inform the DSL as soon as possible that they have done so.

Staff will have due regard to the Data protection legislation including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025 to ensure that personal information is processed fairly and lawfully and they will adhere to the seven golden rules for sharing information. Information sharing will take place in a timely and secure manner.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Staff should recognise that timely and proportionate information sharing supports effective safeguarding practice and must not be delayed through concerns about data protection legislation where there is a safeguarding need. The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

Consent will be gained, if the referrer does not think that this will put the child at risk of further harm.

If the parent or carer cannot be contacted, and it is considered there is a need to refer on the day, then a referral will be made without consent.

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

50. REFERRING TO CHILDREN'S SOCIAL CARE

The DSL will make a referral to Children's Social Care applying the THSCP Levels of Need Guidance if it is believed that a pupil is suffering or is at risk of suffering significant harm, or the child is considered to be in need, that is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services.

LBTH Multi-Agency Support Team:

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

Child Protection Advice Line:

020 7364 3444

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

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

WHAT TO DO IF YOU'RE WORRIED ABOUT A CHILD AT THE SCHOOL

Parents & visitors		Staff & volunteers
If the child is in **imminent danger**, take action to keep them safe. Tell our staff or if necessary call the Police on 999 or Tower Hamlets on 0207 364 3444 / 5601 / 5606		The DSL should be spoken to about any Immediate concerns. Record on the CPOMS system which will alert the Designated Safeguarding Lead, Gemma Anidi
↓		↓
If you are concerned about **staff behaviour contact Gemma Anidi as the head teacher** on 0208 980 2584		The DSL will assess the level of risk using the Tower Hamlets Multi-Agency Safeguarding Thresholds Guidance and may contact the Early Help Hub for advice. For Level 1 & 2 needs, talk to the parents, and provide support, including possible referral to other services.
↓		↓
For other concerns **speak to the class teacher**		For Level 3 & 4 needs, the DSL will contact parents (unless this would increase the risk). Seek consent to involve other agencies, as explained in the threshold of needs guidance. The DSL may contact Children's Services for advice and clarification on level of need.
↓		↓
We will contact you by the next school day (sooner if required) to tell you that action has been taken		If we have consent, the DSL will refer to children's social care on 0207 364 3444 / 5601 / 5606. If we do not have consent and we have a child protection concern, the DSL **must** still refer.
↓		↓
If you do not hear, or you remain concerned, please speak to Gemma Anidi, the head teacher.		**Monitor progress for the child**. Unless it will increase the risk to the child make contact with the referrer, parent and any staff who need to know to let them know what is happening and what to do.

All staff, volunteers & visitors have a duty to act to protect children

If you still have a concern after following these procedures please speak to Gemma Anidi or follow our Whistleblowing Policy.

51. ESCALATION PROCEDURES

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

In accordance with the THSCP Multi-Agency Escalation and Resolution Policy the DSL will first make contact in writing with the team manager followed by the service manager followed by the divisional director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference. It is important that the DSL at each point of escalation puts the concerns in writing.

Appendix 1: Safeguarding poster – adults

Appendix 2 : Safeguarding poster – child friendly version

Appendix 3: Low level concern form

Appendix 4: MAST poster

Appendix 5: MAST Request for Support Form

Appendix 1: Safeguarding Poster (displayed in all teaching rooms and staffrooms)

How to report your safeguarding concerns about …

… A child

Report it to the designated safeguarding lead (DSL) or deputy, by:

- Adding to CPOMs or if you cannot access CPOMs - email safeguarding@chisenhale.towerhamlets.sch.uk
- Speak to Gemma Anidi (Headteacher – office in the library) or Mairead McCarthy (Assistant Head – Inclusion, office on staircase A) or Ruth Crossan (parent engagement officer, office in the school house)

If it's a mental health concern, report it by:

- Add to CPOMs or if you cannot access CPOMs - email safeguarding@chisenhale.towerhamlets.sch.uk
- Speak to Gemma Anidi, or Raquel Bent (therapeutic lead), raquel@schoolscounsellingpartnership.co.uk – her working day is Thursday) if appropriate, or one of the Mental Health First Aiders (Gemma Anidi, Willow Clark, Ruth Crossan, Daisy Wood, Helen Idieho)

… A member of staff

If it **meets the 'harm' threshold**:

- Report concerns about a member of staff or volunteer to the headteacher in person, then follow up in writing/email: safeguarding@chisenhale.towerhamlets.sch.uk
- Report concerns about the headteacher to the chair of governors, Neil Cunningham by contacting them on ncunningham14.211@lgflmail.org
- If there's a conflict of interest in reporting to the headteacher, go to the local authority designated officer (LADO): Melanie Benzie. You can contact them by: melanie.benzie@towerhamlets.gov.uk, 0207 364 0677 Mobile- 07903 238827

If it's a **'low-level' concern**:

- Complete a Low Level concern form and email/hand to the headteacher (if you don't have a form, an email or written note is sufficient): safeguarding@chisenhale.towerhamlets.sch.uk

… Our safeguarding practice

Speak to the headteacher or safeguarding governor (Jenny Lowe: jennym.lowe@btinternet.com) in person or by email. If you feel you can't raise it in school or it isn't being addressed, you can use the NSPCC's whistle-blowing helpline on:

- 0800 028 0285 (8am to 8pm Monday to Friday; 9am to 6pm weekends)
- help@nspcc.org.uk

Share a Concern

If something is worrying you, let us know here.

It's confidential. We're here to help.

Chisenhale Primary School

Confidence • Curiosity • Kindness

Share

Scan the QR code and tell us what's worrying you. Please leave your names so we can contact you with any follow up questions.

Confidential

Your message is secure.

Support

Every concern is reviewed by the safeguarding team so the right support can be provided.

Scan here
to share a concern

Your safeguarding contacts

Names: Gemma Anidi, Mairead McCarthy, Ruth Crossan

Email: safeguarding@chisenhale.towerhamlets.sch.uk

We are here to listen. **We are here to help.**

CPOMS StudentSafe

CHISENHALE PRIMARY SCHOOL SAFEGUARDING TEAM

Chisenhale Primary School
Confidence • Curiosity • Kindness

If you are feeling sad, scared, hurt or upset you can talk to any member of staff.

You could speak to:

- a teacher
- a teaching assistant
- Gemma or Mairead
- Jane, our learning mentor
- Ruth
- fill out a form to speak to Raquel
- a member of the lunchtime team
- any adult you trust

Is something making you unhappy?

Is someone being unkind?

Are you worried about anything?



Your safeguarding team are:
Gemma, Mairead and Ruth

Appendix 3: School Low level concern form

Low Level Concern Form

This form can be used to share any concern with the Head teacher, no matter how small or seemingly insignificant, even if no more than causing a sense of unease or a 'nagging doubt' – that an adult may have acted in a way that is inconsistent with the Schools' Code of Conduct [including inappropriate conduct outside of work] and does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO, causing a sense of unease about that adult's suitability to work with children.

This can relate to any adult working in or on behalf of the school. This includes volunteers, supply teachers and contractors.

A concise record is required, including brief context in which the low level concern arose, plus details which are chronological, precise and as accurate as possible, of any such concern and /or relevant incident[s]. [Continue on separate sheets as necessary]. The form should be signed, times and dated.

Details of CONCERN :

Your name : Signed : Date:	Name of person the concern relates to: Their role:

Please email or give a hard copy of the completed form to the Head teacher.

TO BE COMPLETED BY THE HEADTEACHER

Received by : At [time] : Date :
WAS THE STAFF MEMBER SPOKEN TO? [Good practice will require a response]. NO ☐ - Give a brief but valid reason/explanation for not;
YES ☐ - Please complete detail below - STAFF MEMBER'S RESPONSE TO CONCERN : ACTION TAKEN : Was advice/guidance sought from the LADO and or Human Resources? Yes : ☐ No : ☐

Signed :	Dated :

This record form will be held securely, either digitally or in paper form, in one central file in accordance with the School's policies and procedures and any associated guidance regarding the management of concerns and or allegations and in accordance with school's data management practices/policies.

Low Level Concern reporting will be treated as confidential as far as possible, however in certain circumstances it may be necessary to share and or disclose the information with third parties for relevant and necessary reasons. This includes where a reporter has indicated they wish to remain anonymous.