MARNER
PRIMARY SCHOOL

Safeguarding (Child Protection) Policy

Policy Owner	Carol Doherty (AH)
Approval Body	Governing Body
Approval Date	October 2026
Review date	September 2027

Designated Persons:

Designated Safeguarding Lead:

Carol Doherty (Assistant Headteacher)

Deputy Designated Safeguarding Leads:

Sarah Bowmer (Headteacher)

Jane Scott-Gall (Deputy Headteacher)

Stuart Seamark (Assistant Headteacher)

Hannah Moraa (Phase Leader)

Ruhul Ayazi (Learning Mentor)

Email: safeguarding@marner.towerhamlets.sch.uk

Governors with responsibility for Child Protection: **Helen Witty** (Foundation Governor)

If you are unhappy with decisions made by the designated person, you can call the Child Protection Advice Line/Multi-agency Safeguarding Hub (CPAL/MAST) on:
0207 364 3444 / 5601 / 5606. However, your first port of call should be one of the above-designated persons responsible for child protection.

Local Authority Designated Officer (LADO)
Melanie Benzie

L.B. of Tower Hamlets Children's Services

4th Floor Mulberry Place

5 Clove Crescent

London E14 2BG

Tel: 020 7364 0677

Email: LADO@towerhamlets.gov.uk

The law on safeguarding

To safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- *The Children Act 1989*
- *The Children Act 2004*
- *The Equality Act 2010 updated 28th June 2018*
- *Human Rights Act 1998*
- *Data Protection legislation including Data Protection Act 2018 and the UK GDPR and the data (use and access) Act 2025*
- *Education Act 2002 (section 175)*
- *Keeping Children Safe in Education (DfE Statutory guidance updated 1st September 2025)*
- *Working Together to Safeguard Children 2023 (HM Government Dec. 2023 updated 12th June 2025)*
- *The Education (Pupil Information) (England) Regulations 2005*
- *The London Child Protection Procedures revised 7th edition (London safeguarding board updated March 2025)*
- *The Safeguarding Vulnerable groups Act 2006*
- *The Teacher Standards updated 13th December 2021*
- *Safeguarding Children and Safer Recruitment in Education (DfE 2011)*
- *The apprenticeships, skills, children and Learning Act 2009*
- *Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2012)*
- *What to do if you're worried a child is being abused 2015 (DFE March 2015)*
- *Information Sharing: advice for practitioners providing safeguarding services (Department for Education May 2024)*
- *UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings working with Children and Young People (Dec 2020)*
- *The Safeguarding Vulnerable Groups Act 2006*
- *Early Years Foundation Stage Statutory Framework (updated 1st November 2024)*
- *Tower Hamlets supplementary Guidance for schools and education settings on managing allegations of Abuse against staff and concerns that do not meet the harm threshold September 2025*
- *Tower Hamlets SCP Multi-Agency Escalation and Resolution Policy*

Working Together to Safeguard Children (DfE 2025) requires all schools to follow the procedures for protecting children from abuse, which were established by the Tower Hamlets Safeguarding Partnership/Children's Board.

Keeping Children Safe in Education (DfE Statutory guidance September 2026) – this key document was updated with changes taking effect from 1st September 2026

All staff have received a copy of Part 1 of the document. Plus Child Protection Policy, Behaviour Policy and the Staff Code of Conduct.

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.

All staff must read Keeping Children Safe in Education Part 1 and Annex A, Marner Primary Child Protection 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:

- *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*

Tower Hamlets Safeguarding Children Partnership Guidance

The school will engage with the borough's designated safeguarding lead forums,

cooperate with the rapid review process and any local learning reviews, participate in the THSCP multi-agency safeguarding training offer, and co-operate with the borough's section 175/157 School Safeguarding Audit cycle. and supporting the agreed safeguarding priority areas for 2025-2027 which are Think Family and Adolescent Safeguarding.

Key Definitions

Safeguarding and promoting the welfare of children is:

- *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, supply or in either paid or voluntary capacity.

Marner Primary School - Policy for Child Protection

Aims

At Marner Primary School our core responsibility is for the safety and well-being of the children in our care. As such we take our responsibility for safeguarding, including our statutory responsibilities, very seriously. Only if children are safe and happy are they able to fulfil their potential in their learning.

Safeguarding Principles

There are six core safeguarding principles to our policy; these are embedded within Marner's safeguarding arrangements; its safeguarding policies, procedures and systems; and underpin the whole school approach to safeguarding at Marner.

- *The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at Marner school*
- *All concerns shared and reported 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 in account at Marner when determining what action to take and what support to provide*
- *All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or disclosure that may suggest a child is at risk of harm or has been harmed*
- *The DSL will ensure that all pupils and staff involved in safeguarding and child protection issues will receive appropriate support.*

Purpose of the 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 partner*

All staff should be aware of the difference between a 'concern' about a child and where a child is in 'immediate danger or at risk of harm'. A concern should be discussed promptly with a DSL but where there is 'immediate danger or risk of harm' immediate action must be taken to make the child safe and the Head Teacher or deputy DSL's must be involved immediately.

Safeguarding children is everyone's responsibility, as such all staff members should have total commitment to child protection. They will raise children's awareness about themselves through personal and social education, health education, and develop a trusting climate so that children feel able to talk and share their thoughts and feelings. All staff are encouraged to share any concerns about a child or family.

Concerns are made in writing to the designated person. Staff understand that in exceptional circumstances they may report concerns directly to social care.

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

Procedures

The DSL, or deputy DSL's will follow the procedures set out by the Local Safeguarding Children's Board/Partnerships and take account of guidance issued by the DfE and the London Borough of Tower Hamlets. This includes the LBTH Multi-Agency Safeguarding Thresholds Guidance, which is underpinned by the continuum of need outlined by the London Safeguarding Children Board to:

- *Provide a designated senior person for child protection who has received appropriate training and support for this role. The designated person is Carol Doherty.*
- *Provide a nominated governor responsible for child protection who liaises regularly with the designated teacher. The designated governor is Helen Witty.*
- *Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.*
- *Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.*
- *Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.*
- *Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.*
- *Report any child who is believed could have become missing and keep children on roll until it is clear that they are accounted for or until advised by a welfare officer that the* case is in hand.
- *Ensure all records are kept securely, separate from the main pupil file, and in locked locations. Records are transferred securely, separately to other pupil files.*

- *Develop and then follow procedures where an allegation is made against a member of staff or volunteer.*
- *Ensure safe recruitment practices are always followed.*
- *Ensure that provision is made within the wider curriculum to promote personal safety.*
- *Ensure that all confidential emails are sent via Secure Data Transfer (Egress).*

Information sharing is key to safeguarding and promoting the welfare of children. It enables intervention that crucially tackles problems at an early stage. This will be in line with GDPR data protection guidelines which according to the DfE Toolkit for schools: does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

In reporting any concerns, all adults in school must follow the following procedures. If a child discloses abuse or a member of staff is concerned that he or she could be at risk of significant harm (Appendix B: Categories and Signs of abuse), there are three things to do:

1. Report in writing (and verbally) immediately to one of the DSL's (Appendix D: Cause for Concern Form/CPOMS). All verbal conversations to be promptly recorded in writing.
2. Do not promise the child that it will be kept a secret
3. Do not speak to the parents/carers

The designated person will check against the child protection chronology to see if there have been previous concerns. The designated person will, if appropriate, call the CPAL/MAST

on: 0207 364 3444 / 5601 / 5606. They will evaluate to see whether the concern meets the threshold for referral to the Multi Agency Safeguarding Team (MAST). If the child already has an allocated social worker, they will be informed.

It is very important in these cases that prompt and correct procedures are followed under the Local Safeguarding Children's Board/Partnerships guidelines.

In accordance with Working Together to Safeguard Children 2023 (updated June 2025) 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 has been named as a 'relevant agency' and as such is under 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 partner

The reporting teacher/staff member will be told of any further action taken i.e: Children's Social Care referral, monitoring etc. If the reported case is taken up and investigated by an external agency, then any meetings, child protection conferences or action taken will be followed through and the teacher/staff member concerned informed.

Staff members have an important role in hearing what children have to say. The school can provide a neutral place where the child feels it is safe to talk. Sensitivity to the disclosure is vital. Staff must listen carefully to what the child is saying, treat it seriously, and value what they say.

Children may feel they will not be believed, or that they will be punished. Staff will need to say that whatever has happened it is not their fault. Fear of the consequences of telling is very common. It can be very tempting to offer a promise of confidentiality to the child. This is not realistic. The child needs to hear the truth about what will happen, together with a commitment to support the child. It is crucial not to ask leading questions. Our role is to enable the child to speak and then know what to do next.

All DSL's and staff have access to the secure chronological database which is backed up regularly. Records of reports made are kept on CPOMS using individual DSL two factor authentication passwords.This includes all children, who, for whatever reason, need to be monitored. Staff are kept informed of any child in their class who is identified. Teachers/staff must inform the Designated Safeguarding Leads of any changes/additions so that this can be kept up to date.

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 - other DSL's will be on call.

Early Help

Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood, and applies to any problem or need that the family cannot deal with or meet on their own. 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. Early help is vital and in our school this means discussing concerns with a Designated Safeguarding Lead in order for a child to access help at an early stage. All staff are trained to identify children who may benefit from Early Help.

At Marner as soon as a child is recognised as needing early help a support plan will be put in place – parents contacted, class teacher made aware, DSL's made aware.

Support may take the form of internal pastoral support, and early help assessment and Team Around the Child/Family meetings set up. If a threshold is met then a referral to CSC will be made.

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, because they know that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them.

Ultimately, the best interests of the child must be at the centre of all decision making, behaviours and action taken in relation to children.

Rights of the child

The school upholds the human rights of the child in accordance with the Human Rights Act 1998. 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:

Children understand that they can always talk to a trusted adult. SLT has an open door policy. Marner follows Jigsaw for PHSE and RSE and we are a rights respecting school which promotes Article 12 'Every child has the right to be heard and to be listened to'. In these lessons it is reiterated to children that they can speak to a trusted adult about anything at any time. We also promote:

- *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). (See Marner 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 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.

As evident in the Serious Case Review Child Q, the school is aware that children from ethnically diverse groups are at risk of adultification whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes impacting professional judgement. 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. The action plan recognises that schools have a powerful and significant role in changing narratives and bringing about social change through education. (Marner is presently involved in looking at Anti-Racist approach to the curriculum TARC)

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

Visitors

When a Social Worker, Police Officer or another professional visits the school to meet with a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. The school is aware of the need for the child to have an appropriate adult when interviewed by the Police in accordance with the PACE Code C statutory guidance.

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. Marner's Saturday shine school has DSL's on site each week.

Extended School and off-site arrangements

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.

Children with Special Educational Needs and Disabilities

We recognise that children with special educational needs (SEN) and disabilities or physical health issues can face additional safeguarding challenges. These can include:

- *Professionals and other adults assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration*
- *Being more prone to peer group isolation than other children*
- *The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs*
- *Communication barriers and difficulties in overcoming these barriers*
- *Children not understanding what is happening to them*

Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focused action plans that sufficiently respond to their needs. The school will endeavour to support the pupil through:

- *The content of the curriculum.*
- *The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.*
- *The school SEN policy which supports children with SEN and disabilities.*
- *An effective partnership between the SENCO and designated safeguarding leads should identify children with the highest risks. By linking the information on the school's SEN register and those who score highly on other risk factors, resources can be effectively focused.*
- *The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.*
- *Understanding the risk factors behind child abuse enables schools to target those children and families at greatest risk and ensure that monitoring processes are particularly robust for those pupils.*

Child on Child Abuse

The school recognises that children are capable of abusing other children and staff should be aware that safeguarding issues can manifest themselves via child on child abuse. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". We are aware of the gendered nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) but all child on child abuse is unacceptable and will be taken seriously. Marner school adopts a Zero Tolerance approach to child on child abuse. As with all forms of abuse the occurrence of child on child abuse is an infringement of a child's human rights.

Child on child abuse is most likely to include, but may not be limited to, bullying (including cyberbullying), physical abuse, sexual violence and harassment, initiation/hazing type violence and rituals and sexting. For concerns around sexting the school will follow the advice of the UKCCIS guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people. The Voyeurism (Offences) Act 2019 states that the act of 'upskirting' is a criminal offence. The Criminal Prosecution Service (CPS) defines 'upskirting' as the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. In addition causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party, consensual and non-consensual sharing of nudes and semi-nudes images and /or videos.

The school has put in place safeguards to reduce the likelihood of peer on peer abuse. There is an established ethos of respect, happiness, growth, hope and motivation and with a clear Behaviour and Anti-Bullying Policy which sets out the schools expectations and consequences for unacceptable behaviour. The school will also act to minimise the risk of peer on peer abuse by ensuring a safe environment, promoting positive standards of behaviour, having effective systems in place where children can raise concerns and teaching safeguarding through the curriculum via PSHE, RSE and other curriculum opportunities.

Staff should be aware that any child on child allegation must be referred to a DSL immediately, using the procedures as set out above for safeguarding concerns. child on child abuse will be recorded and investigated as a safeguarding issue and the children involved supported. Where a concern regarding child on child abuse has been disclosed to the Designated Safeguarding Leads, advice and guidance will be sought from Children's Social Care and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. 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 it is simply not being reported. Inappropriate behaviours should always be challenged.

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 young people 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:

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

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

When handling disclosures of Youth Produced Sexual Imagery, staff must be aware that it is illegal for staff to view or share such imagery. Staff should immediately report the disclosure to the Designated Safeguarding Lead.

Children Potentially more at risk of harm

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. Staff need to be aware that other children who may be potentially more at risk of harm include.

A child who:

- *is disabled or has certain health conditions and has specific additional needs;*
- *has special educational needs (whether or not they have a statutory Education, Health and Care Plan);*
- *has a mental health need;*
- *is a young carer;*
- *is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;*
- *is frequently missing/goes missing from care or from home;*
- *is at risk of so-called honour based abuse such as Female Genital Mutilation or Forced Marriage;*
- *is at risk of modern slavery, trafficking or 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 a privately fostered child;*
- *is persistently absent from education, including persistent absences for part of the school day.*
- *has experienced multiple suspensions, is a t risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil referral Unit.*

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.

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 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 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.

Children requiring mental health support

All staff have an important role in supporting the mental well-being of children and to identify behaviour that may suggest a child is experiencing mental health problems. All staff need to recognise that mental health may be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff should be aware of the trauma and mental health impact on a child who has had adverse childhood experiences including abuse, bereavement and separation of parents. Staff should also be aware that the pandemic has had a negative impact on the mental health of many children, some of whom have never previously experienced difficulties with their mental health. However, all staff should be clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty. At Marner we have a well-being team who together with SLT and professionals support and signpost children at Marner who need further support. At Marner we have five members of staff trained in Emotional First Aid.

Looked After Children, Previously looked After Children and Children in Kinship Care Arrangements

The most common reason for children becoming looked after is as a result of abuse including neglect. Staff need to have the skills, knowledge and understanding to safeguard Looked After Children in recognition of their heightened vulnerability. The DSL and Designated Teacher will work with relevant agencies and take immediate action to safeguard and provide support to this vulnerable group of children.The DSL works closely with the virtual school attending reviews, EPEP's and acting upon information and directives.

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.

Children Missing In Education

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

The school follows up on absences as part of its safeguarding duty. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. Please refer to the school's attendance policy and flow chart as to actions re non- attendance in school. Children missing in Education will be referred to the Local Authority by the school's AWA. who works 1 day a week in school.

Contact LBTH CME Officer, Tower Hamlets Education Safeguarding Service,

Nasihah.Anwer@towerhamlets.gov.uk 02073643426/07562431817

Elective home education

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

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

Safer Recruitment

The DfE's 2011 guidance "Safeguarding Children and Safer Recruitment in Education" is followed in recruitment and employment procedures in the school. All members of staff are subject to an enhanced DBS check which is updated every three years. A single central record of recruitment and vetting checks is maintained by the School Business manager who is responsible for HR.

Marner would always ask for a full application form, not just a CV and checks on qualifications.

According to The School Governance (Constitution and Federations) (England) (Amendment) Regulations 2017, all Governors must have an Enhanced DBS certificate.

The school will obtain an enhanced DBS certificate for all volunteers who are new to working in regulated activity. A risk assessment will be undertaken in accordance with Keeping Children Safe in Education, to determine whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

Allegations against staff

- *The school's procedures for dealing with allegations of abuse against members of staff and volunteers comply with guidance from the local authority and locally agreed interagency procedures.*
- *The governor responsible for Child Protection is responsible for liaising with the LA and/or partner agencies in the event of the Acting Headteacher being accused.*
- *Every attempt will be made to maintain confidentiality and to guard against publicity while an allegation is being investigated or considered.*
- *Any incidents will be referred to LADO*
- *Action taken should be in line with KCSIE 2024 part 4 and the THSCP Supplementary Guidance - Managing Allegations of Abuse against Staff - Sept. 2024*

Whistle-Blowing

The school has a whistle blowing policy which encourages staff to voice concerns about the attitude or actions of colleagues. Any allegations against staff should be referred to the Headteacher who will immediately contact the Local Authority Designated Officer (LADO) and the local authority policy will be followed. Staff can also contact the NSPCC whistle-blowing helpline number on 0800 028 0285. or other channels set out in the Government's list of Prescribed Bodies and Persons.

Local Authority Designated Officer (LADO) Melanie Benzie, L.B. of Tower Hamlets Children's Services, 4th Floor Mulberry Place, 5 Clove Crescent, London E14 2BG Tel: 020 7364 0677 Email: LADO@towerhamlets.gov.uk

In the case of any allegations against the Headteacher the foundation governor (Helen Witty) should be contacted - helen.witty@marner.towerhamlets.sch.uk.

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

Concerns about staff that do not meet the harm threshold and the allegation criteria set out above are known as Low-Level Concerns. Staff should report low-level concerns and self-report low-level concerns about themselves in accordance with the school's procedures on low-level concerns, which are found in the school's Staff Code of Conduct.

Governance

The Governing body has the strategic leadership responsibility for safeguarding arrangements at Marner. As a collective body it must have regard to all relevant statutory guidance issued, including KCSIE, and ensure 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.

A record of all the training completed by all the school staff is kept up to date and audited once a year. This is reported to the Governing Body on an annual basis. The Safeguarding Officer reviews all referrals on an annual basis and compiles a report for the Governing body.

In addition to School Staff, Governors and Trustees are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors/trustees will be empowered and equipped to provide strategic challenges and gain assurance that effective safeguarding arrangements are in place.

Linked policies

This policy should be read in conjunction with other related school policies, including the Online Safety, Behaviour and Anti-Bullying policies, Staff code of conduct, whistle blowing, attendance and online safety.

Role of the designated safeguarding Lead (DSL) Appendix A

The designated safeguarding lead (DSL) should take lead responsibility for safeguarding and child protection. The responsibilities for the DSL are as follows and taken from Annex B of Keeping Children Safe in Education 2025:

All members of staff take responsibility for writing up clear and comprehensive safeguarding concerns using the school's safeguarding record system. This is CPOMS. This will 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).

Manage referrals

The designated safeguarding lead is expected to:

- *Refer cases of suspected abuse to the local authority children's social care as required;*
- *Support staff who make referrals to local authority children's social care;*
- *Refer cases to the Channel programme where there is a radicalisation concern as required;*
- *Support staff who make referrals to the Channel programme;*
- *Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;*
- *Refer cases where a crime may have been committed to the Police as required.*

Work with others

The designated safeguarding lead is expected to:

1. Act as a point of contact with the three safeguarding partners/LSCB;
2. Liaise with the Head Teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
3. As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
4. Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
5. Act as a source of support, advice and expertise for all staff.
6. 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.
7. 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.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- *Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;*
- *Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;*

Ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff.

Raise Awareness

The designated safeguarding lead should:

- *Ensure the school's or college's child protection policies are known, understood and used appropriately;*
- *Ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;*
- *Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;*
- *Link with the safeguarding partners/LSCB arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.*
- *Are alert to the specific needs of children in need, those with special educational needs and young carers;*
- *Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;*
- *Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners/LSCB, other agencies, organisations and practitioners;*
- *Are able to keep detailed, accurate, secure written records of concerns and referrals;*
- *Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children*

from the risk of radicalisation;

- *Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;*
- *Can recognise the additional risks that children with SEN and disabilities (SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;*
- *Obtain access to resources and attend any relevant or refresher training course;*
- *Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.*
- *The whole staff receives child protection updates at least once a year.*
- *Child protection procedures are explained during the induction of any new staff and training given within their first year of service.*
- *The designated safeguarding lead and the deputies receive training every 2 years.*
- *Every interview panel will include a member of the SLT who has been trained in safer recruitment.*
- *Governors also update training annually.*

Child protection file

Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Zoom or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term

activities. A rota for DSL staff will be used during holiday time to ensure one person is checking the safeguarding in box.

Types of abuse and neglect - Appendix B

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

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur

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

General Signs and Symptoms of Abuse

This is intended as a guide. Please remember that the presence of one or more factors does not necessarily give proof that child abuse has occurred. It may, however, indicate that investigation should take place.

Unexplained delay in seeking treatment which is needed; Incompatible explanations; Constant minor injuries; Unexplained bruising:

- Bruise marks in or around the mouth
- Black eyes, especially if both eyes are black and there are no marks to forehead or nose
- Grasp marks
- Finger marks
- Bruising of the ears
- Linear bruising (particularly buttocks or back)
- Differing age bruising
- Bite marks
- Burns and scalds
- Cigarette burns
- General physical disability
- Unresponsiveness in the child
- Soiling and wetting
- Change in behavioural patterns
- 'Frozen' look
- Attention seeking
- Apprehension
- Anti-social behaviour
- Unkempt appearance
- Sexually precocious behaviour
- Sexualised drawings and play
- Sudden poor performance in school
- Poor self-esteem
- Self-mutilation
- Withdrawal
- Running away
- Reluctance to return home after school

- Resistance to do PE (undressing)
- Resistance to school medicals
- Difficulty in forming relationships
- Confusing affectionate displays
- Poor attendance – repeated infections etc.

Voice of the child

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

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

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

Staff at Marner need to be aware of and promote the systems in place at our 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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. School and college leaders and those staff who work directly with children should be aware of the following specific safeguarding issues:

- *Children and the court system*
- *Children missing from education*
- *Children with family members in prison*
- *Child sexual exploitation*
- *Child criminal exploitation*: *county lines*
- *Domestic abuse*
- *Homelessness*
- *So-called 'honour-based' violence*

- *Preventing radicalisation*
- *Peer on peer abuse*
- *Sexual violence and sexual harassment between children in schools and colleges.*

Private Fostering

A private fostering arrangement is essentially one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

There is a mandatory duty to inform the local authority of children in such arrangements. Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promote

Child criminal exploitation

County lines Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- *can affect any child or young person (male or female) under the age of 18 years;*
- *can affect any vulnerable adult over the age of 18 years;*
- *can still be exploitation even if the activity appears consensual;*
- *can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;*
- *can be perpetrated by individuals or groups, males or females, and young people or adults; and*
- *is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status,*

and access to economic or other resources

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

Child Sexual Exploitation

According to the DfE guidance for Child Sexual Exploitation 2017, the statutory definition for CSE is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the following signs may be indicators of sexual exploitation:

- *Children who appear with unexplained gifts or new possessions;*
- *Children who associate with other young people involved in exploitation;*
- *Children who have older boyfriends or girlfriends;*
- *Children who suffer from sexually transmitted infections or become pregnant;*
- *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.*

So-called 'honour based' violence

So-called 'honour-based' violence (HBV) 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. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV 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 HBV, or already having suffered HBV.

Female Genital Mutilation

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

There is a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report 'known' cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

'Known' cases are those where either a girl informs the person that an act of FGM – however described – has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation. Those failing to report such cases will face disciplinary sanctions.

It will be rare for teachers to see visual evidence and they should not be examining pupils.

FGM indicators

- *The girl may confide that she is to have a "special procedure" which will make her a woman or talk of a ceremony taking place for her or other siblings. There may be talk of*

vaccinations or talk of absence from school. Girls are more at risk of FGM during school summer holidays.

- *A girl or her family may talk about a long holiday to her country of origin or to a country where the practice is prevalent. This is not enough on its own but might be significant when added to other concerns.*
- *A mother or an older sibling had already undergone FGM*
- *Prolonged absence from school with a noticeable change in behaviour on return*
- *Finding it difficult to sit still and appears to be experiencing discomfort or pain*
- *Spending a long time away from class for toilet breaks*
- *Asking to be excused from PE or swimming*
- *Suddenly visiting the school nurse more frequently*
- *A sudden change in dress*

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. 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. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected".

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 and trauma 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. Young people 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'.

The school has signed up to the Metropolitan Police's Operation Encompass system and on receipt of a notification from the Police will provide appropriate support to the child or children concerned, who attend the school. 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 inform the school's Designated Safeguarding Lead before the child or children arrive at school the following day. The purpose of Operation Encompass is to enable the school to provide 'silent support' and is not intended to replace statutory procedures.

Online Harm

In accordance with Department for Education's guidance Mobile Phones in schools (Feb 2024) the school prohibits the use of mobile/smart phones throughout the school day as set out in the Behaviour Policy.

Children should have the right to explore the digital environment but also the right to be safe when on it. However, 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. Technology often provides the platform that facilitates harm.

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

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this 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.

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:

- *Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism;*
- *Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as 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). It aims to intervene where young people 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.

Marner Primary School uses broadband from London Grid for Learning. LGfL broadband has been designed for all aspects of education and offers up to twelve layers of cyber defense. This includes malware threat protection, anti-virus software for end points and servers, ransomware protection and extensive firewalls. This ensures our children are protected when accessing the internet at Marner. At Marner computers are monitored and robust systems in place. We have an agreement with School Business Services who manage our network and maintain our service and we have on site technicians to support us in this.

Marner Primary School has an Online Safety Policy. As part of our ongoing Online Safety work with staff and pupils, we have a School Acceptable Use Agreement that all staff and children adhere to. This links directly to our work with "Trusted Adults" both at school and at home. Online safety is reviewed regularly and trends and patterns are shared with staff and parents to ensure adults have the most up to date information. As part of a whole school approach Marner 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.

Marner Primary 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.

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, physical environments, as the two 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.

Marner now also uses SENSO which informs DSLs of any inappropriate language used when searching online.

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.

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.

Young Carers

It is estimated by the Children's Society that 1 in 5 children are young carers and many are hidden and unidentified. School recognises that Young carers have the right to an assessment by the local authority to identify needs and support and the person they are caring for can have a reassessment of their needs. The DSL will seek information and support from the LBTH Young Carers Program when identifying young carers and refer accordingly: Young.Carers@towerhamlets.gov.uk

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.
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.

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.

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.

Modern Slavery

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

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

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 (see flow chart)*
- *share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family*
- *complete a record of concern*
- *seek support for yourself if you are distressed.*

Handling Disclosures

When a child discloses that they have been or are being abused including exploitation and neglect, they may feel ashamed, especially if the abuse is sexual, and feel frightened lest their abuser finds out they have made a disclosure. The child may have been threatened, they may have lost all trust in adults; or 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 victims 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, sexual violence or sexual harassment. Nor should a victim 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*
- *do not ask leading questions*
- *tell the pupil what will happen next*
- *inform the DSL as soon as possible*
- *seek support if they feel distressed*

Procedures for concerns about Extremism or Radicalisation

Staff should be aware that any concerns about extremism or radicalisation must be referred to a DSL immediately, using the procedures as set out above for safeguarding concerns. 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)

Recognising Extremism – early indicators may include:

- *Showing sympathy for extremist causes*
- *Glorifying violence*
- *Evidence of possessing illegal or extremist literature*
- *Advocating messages similar to illegal organisations such as "Muslim Against Crusades" or other non-prescribed extremist groups such as the English Defence League*
- *Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent).*
  This school addresses this issue through the curriculum and other activities: These may include:

- *Work on community cohesion, tolerance and anti-violence addressed throughout curriculum: promoting alternative positive narratives to counteract extremist ideologies*
- *Open discussion and debate of issues and the law in a supportive environment*
- *Critical appraisal of sources/ internet resilience/ identifying propaganda – relevant for all subjects but especially when using the internet for research*
- *Citizenship programmes – British Values*

- *Social and Emotional Aspects of Learning*
- *Anti-bullying work including homophobia and violence against women*
- *Rewarding positive behaviour*
- *Pastoral and induction support*
- *Work on safety, risk and crime prevention*
- *Opportunities for channelling positive engagement e.g. charities/ community work*
- *Positive in and out of school hours programmes*
- *Access to youth clubs and holiday programmes*
- *Parenting programmes to ensure consistent messages between home and school*

The Understanding Tower Hamlets' Prevent Guidance outlines that if schools are concerned that a child/young person may be at risk of being drawn towards violence or violent extremism in future they should:

1. Talk to the family and other professionals working with the child/ young person about the concerns and get their views.
2. Seek consent from the parents to complete an Early Help Assessment (EHA – formerly CAF). This will get a holistic perspective on the situation and determine if there are additional needs and, if so, how these could be met.
3. Contact other relevant agencies and engage them in a Team Around the Child (TAC) approach to supporting the child and their family.
4. If concerns persist and the TAC approach does not seem to be having a positive impact, then a referral to the Multi-Agency Safeguarding Hub (MAST) should be made.

If we have evidence or reason to believe a child or young person may already be engaged in or drawn towards violence or violent extremism or in contact with others who engage in or promote violence, we must refer to MAST immediately by using the LBTH Inter-Agency Referral Form and calling the MAST.

In considering such cases, the Channel Panel discussion will include representatives from the Metropolitan Police Prevent team and Children's Social Care who will contribute advice and guidance.

Whole school Prevent training is regularly undertaken.

School will complete and review prevent risk assessment and prevent checklists as part of their prevent duty. Staff will have training opportunities and relevant parts in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and through the curriculum Marner will promote fundamental British values as part of SMCS.

LBTH Prevent Education Officer is Iona Karrman Bailey

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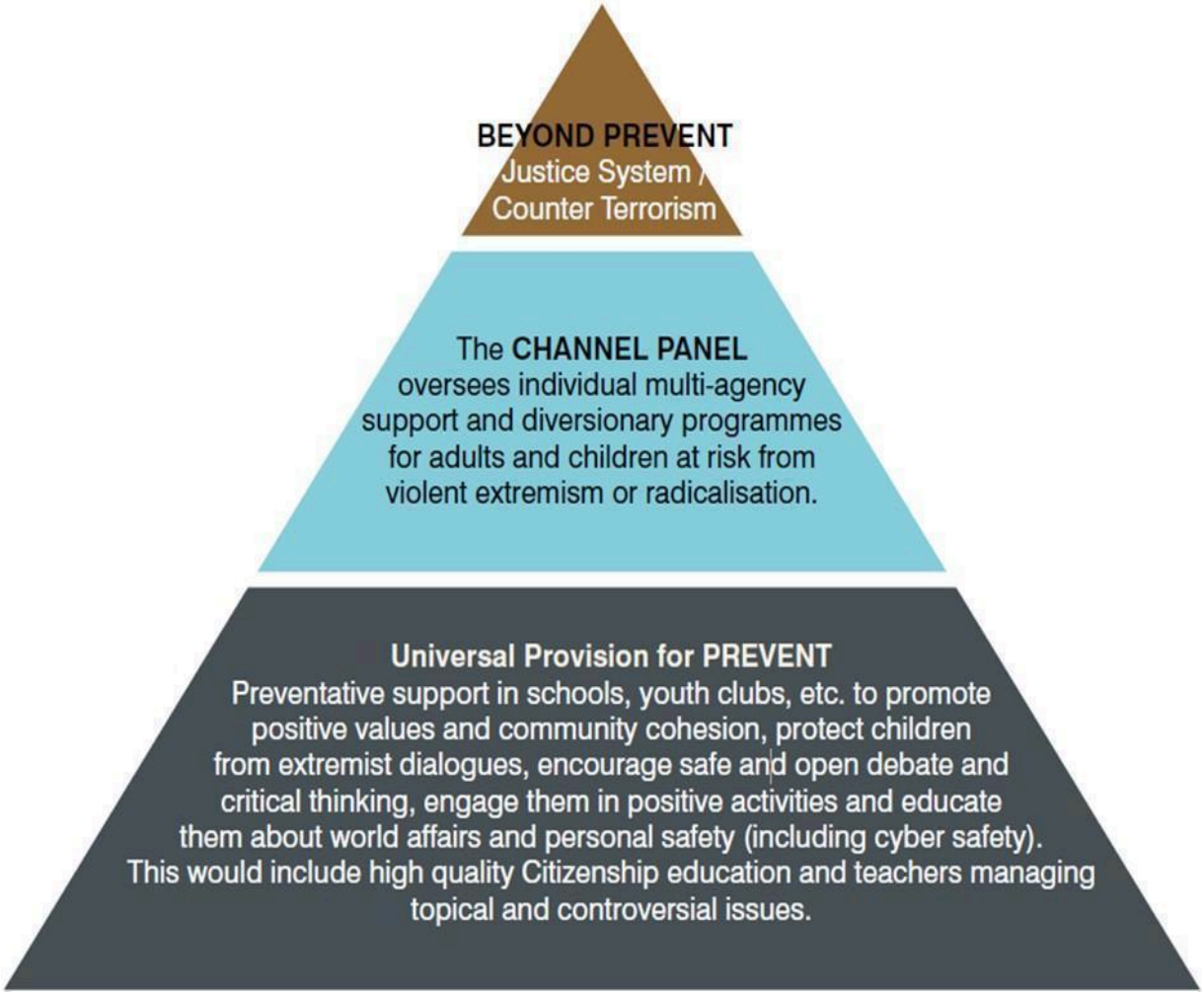
All prevent referrals are made through MAST

Attached at Appendix C is the PREVENT triangle of intervention showing, at the base, examples of UNIVERSAL preventative work in schools to increase pupil resilience and counter extremist messages.

PREVENT Triangle of Intervention