

London District East Teaching School Hub

Safeguarding & Child Protection Policy

22-23

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We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children through our training programmes for our TSH and SCITT trainees and all activities of the TSH.

We want children in our partner schools to achieve their full potential by:

- Being as physically and mentally healthy as possible;
- Experiencing good quality education opportunities;
- Living in a safe environment;
- Learning and working in a safe environment
- Experiencing emotional well-being;
- Feeling loved and valued;
- Receiving support from a network of reliable and affectionate relationships;
- Learning to look after themselves;
- Coping with everyday living;
- Having a sense of identity and a positive image of themselves;
- Developing their confidence and their interpersonal skills.

This policy is available on the LDE TSH website. We inform TSH teachers and SCITT trainees about this policy when they join our course and through the LDE TSH and SCITT newsletter to all our stakeholders and partners.

1. Introduction

LDE TSH and SCITT is committed to develop and sustain a strong safeguarding culture which supports us all to safeguard children and creates a positive and respectful learning environment in which everyone can flourish.

*“Schools and colleges and their staff are an important part of the wider safeguarding system for children. Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means they should consider at all times, what is in the best interests of the child”.*

(Keeping Children Safe in Education – DfE, September 2022)

This **Child Protection and Safeguarding Policy** is for all LDE TSH and SCITT staff, teachers and trainees. It forms part of the safeguarding arrangements for our TSH and SCITT.

This policy should be read in conjunction with **Keeping Children Safe in Education, DfE 2022** (which will be referred to as KCSIE 22 in this policy) and with reference to the **Education Inspection Framework, Ofsted 2021**.

All LDE TSH teachers and SCITT trainees and LDE TSH staff should read:

- **Part One** of Keeping Children Safe in Education 2022
- **Annex B** of Keeping Children Safe in Education 2022
- ‘What to do if you’re worried a child is being abused: Advice for practitioners’ (DfE March 2015)
- The Early Help Offer

Safeguarding and promoting the welfare of children is defined in KCSIE 2022 as:

- Protecting children from maltreatment;
- Preventing impairment of children’s mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

1. **Statutory framework**

The Education Act 2002 Section 175, places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the schools in which the LDE TSH and SCITT programmes takes place.

The development of appropriate procedures and the monitoring of good practice in the London Borough of Newham are the responsibilities of the Newham Safeguarding Children Partnership (NSCP). In Newham, all professionals must work in accordance with the London Child Protection Procedures.

2. Equality Statement:

We welcome our duties under the Equality Act 2010. The LDE TSH and SCITT's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil or other member of the partner schools' community because of their:

Sex	Disability	Gender reassignment
Age	Religion or belief	Pregnancy or Maternity
Race	Sexual Orientation	Marriage or Civil Partnership

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our TSH and SCITT is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

3. Roles and Responsibilities

All staff, including trainee teachers, working with or on behalf of children have a responsibility to protect them and to provide a safe environment that enables them to learn and achieve their full potential. However, there are identified key adults in the TSH and SCITT, partner schools and in the Local Authority who have specific responsibilities under child protection procedures. The names of those in our TSH and SCITT with these specific responsibilities are shown on the front cover sheet of this policy.

3.1. The Designated Safeguarding Lead

- Take lead responsibility for **safeguarding** and **child protection**, including **online safety**.
- Provide advice and support to TSH and SCITT trainees and TSH and SCITT staff on child welfare, safeguarding and child protection matters.
- During term time, be available (in-person / via phone) during school hours for staff to discuss any safeguarding concerns.
- Refer cases:
 - To the individual school's DSL

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- To Newham Multi-Agency Safeguarding Hub (MASH) in accordance with current London Child Protection Procedures
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
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- Act as a source of support, advice and expertise **for all LDE TSH and SCITT trainees and staff**.
 - Act as a point of contact with the safeguarding partners.
 - Liaise with the headteachers and DSLs of partner schools to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - Liaise with the Safeguarding Team to ensure effective safeguarding outcomes.
 - Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning LDE TSH and SCITT trainees and staff.
 - Liaise with LDE TSH and SCITT trainees and staff on matters of safety, safeguarding and welfare, including online and digital safety.
 - Liaise with LDE TSH and SCITT trainees and staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
 - Liaise with the Senior Mental Health Lead in partner schools and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
 - Ensure each member of LDE TSH and SCITT trainees and staff has access to and understands the LDE TSH and SCITT's Child Protection and Safeguarding Policy and procedures as well as the partner school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the TSH and SCITT induction process. Trainees understand that they follow the Child Protection and Safeguarding Policy and procedures of their placements schools.
 - Undergo training, and **update this training at least every two years**.
 - Obtain access to resources and attend any relevant or refresher training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
 - Support and advise LDE TSH and SCITT trainees and staff and help them feel confident on welfare, safeguarding and child protection matters
 - Understand the importance of information sharing, within and including across partner schools, and with the safeguarding partners, other agencies, organisations and practitioners.
 - Understand relevant data protection legislation and regulations, especially the Data Protection Act and the UK GDPR.
 - Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

3.2. LDE TSH and SCITT Staff and Trainees

All LDE TSH and SCITT staff and trainees should maintain an attitude of 'it could happen here' where safeguarding is concerned.

Everyone within our TSH and SCITT has a responsibility to provide a learning environment in which our children can feel safe to learn. All LDE TSH and SCITT staff and trainees are prepared to identify children who may benefit from early help and understand their role and responsibilities within this process. This includes identifying any emerging problems so appropriate support may be provided and, in liaison with the Designated Safeguarding Lead of the partner school, report any concerns. **All LDE TSH and SCITT staff and trainees** are aware of and follow school processes as set out in their partner school's policy and are aware of how to use the portal to make a referral to the Newham MASH (or MASH services in other East London Boroughs) when there is a need to do so.

Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.

LDE TSH and SCITT staff and trainees should be able to 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.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. Our Safeguarding culture within the TSH and SCITT depends upon every member of staff being proactive in recognising opportunities to promote and support the development of these protective factors.

This includes the use of appropriate forms of online communication directly from LDE TSH and SCITT staff and trainees to children. Our partner schools use the functions through various platforms for online learning, e.g. Google classroom. The use of social media (WhatsApp, Twitter, FB etc.) for this purpose is inappropriate and would be regarded as a serious breach of professional boundaries.

LDE TSH and SCITT staff and trainees have a responsibility to:

Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards' and the 'Core Content Framework'.

4. Early Help in East London Boroughs within our TSH and SCITT Partnership:

LDE TSH and SCITT staff and trainees should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home

- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- 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
- is a privately fostered child
- has a parent/carer in custody

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Early Help support can be requested at any time where a LDE TSH and SCITT staff member or trainee feels the intervention can prevent issues from escalating. This include:

- behavioural concerns
- wellbeing concerns
- behaviour for learning concerns that can be dealt with by the pastoral team and learning mentors as in-school support.

5. Multi-agency Working

London District East TSH and SCITT will be pro-active and prioritise multi-agency working to contribute to safeguarding children. We work in collaboration with our partner schools across East London boroughs and their respective safeguarding teams.

6. Record Keeping and Information Sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. LDE TSH and SCITT staff and trainees must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR).

Well-kept records are essential to good child protection practice. LDE TSH and SCITT staff and trainees are clear about the record keeping and information sharing systems of the partner school(s) in which they work and the need to record any concern held about a child or children within a partner school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will report the concern as soon as possible using the **system of the Partner School**, noting what was said or seen, using a body map to indicate if appropriate. This will also be shared using the **system of the Partner School**.

7. Abuse & Neglect

All LDE TSH and SCITT staff and trainees should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another" [...] All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school or college and /or can occur between children outside of these environments".

Keeping Children Safe in Education (DfE, 2022)

The four main types of abuse referred to in Keeping Children Safe in Education are:

- Physical
- Emotional
- Sexual
- Neglect

For the purposes of this policy, **“abuse”** is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, **“physical abuse”** is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, **“emotional abuse”** is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also occur alone.

For the purposes of this policy, **“sexual abuse”** is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual

images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, **“neglect”** is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

All LDE TSH and SCITT staff and trainees will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside *and* outside of the school, inside and outside of home, and online. All LDE TSH and SCITT staff and trainees will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL of the Partner School.

All LDE TSH and SCITT staff and trainees, especially the DSL, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All LDE TSH and SCITT staff and trainees will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images. LDE TSH and SCITT staff and trainees are aware of the signs of abuse and neglect so we are able to identify children who may need help or protection. Within those four main types of abuse there are a number of specific types of abuse to which we are aware and especially alert.

There are certain specific safeguarding issues that can put children at risk of harm – LDE TSH and SCITT staff and trainees will be aware of these issues:

8. Specific Safeguarding Issues

Child-on-Child abuse (previously known as peer-on-peer abuse)

For the purposes of this policy, **“child- on-child abuse”** is defined as abuse between children. The LDE TSH and SCITT and its Partner Schools have a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy’s statement of intent.

The schools within our TSH and SCITT may be the only stable, secure and safe place in the lives of children at risk of, or who have suffered harm. However, on occasions their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children.

All LDE TSH and SCITT staff and trainees will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All LDE TSH and SCITT staff and trainees will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All LDE TSH and SCITT staff and trainees will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All LDE TSH and SCITT staff and trainees will speak to the DSL of the Partner School if they have any concerns about child-on-child abuse.

All LDE TSH and SCITT staff and trainees will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All LDE TSH and SCITT staff and trainees will be clear as to the partner school’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age individually or in groups. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing, and in all likelihood will adversely affect their educational attainment. Our school takes all victims seriously and they will be offered the appropriate support.

Predatory behaviour or a dismissive attitude towards sexual harassment may be prevalent online or feature in the children’s lived experience of home, friendship groups or society at large, but it is not indicative of respect for other pupils and therefore it is unacceptable at our school.

An example of such harassment is ‘**Upskirting**’, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual

gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim and it is a criminal offence under the Voyeurism (Offences) Act 2019.

The culture of safeguarding within the TSH and SCITT and across its partner schools ensures that the message that abusive behaviours are unacceptable is explicit through the partner schools' curriculum, school environment and staff modelling appropriate language and respectful relationships. We do not accept that it is 'just part of growing up' or a joke.

Homelessness

The Partner Schools' DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to CSCS (Child Social Care Services) where a child is being harmed or at risk of harm.

9. Contextual Safeguarding

All LDE TSH and SCITT staff and trainees are aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school and can occur between children outside of the school environment. The Partner Schools' **Designated Safeguarding Lead (DSL)** and **all staff** will consider whether children are at risk of abuse or exploitation in situations outside their families.

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm and risk beyond their families. It recognises that the relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers may have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Contextual Safeguarding, therefore, expands the objectives of our child protection systems in school in recognition of the fact that young people are vulnerable to abuse in a range of social contexts.

Contextual abuse takes different forms and children can be vulnerable to multiple harms including but not limited to sexual exploitation, criminal exploitation and serious youth violence. If staff are concerned a child is being exploited in an extra-familiar context, they will follow the procedures set out in their individual school safeguarding policy and consult or refer to the MASH, from where they are likely to be referred to the PCEHH (Preventing Child Exploitation and Harm Hub).

Newham PCEHH – Preventing Child Exploitation and Harm Hub – and please note the equivalent Hub in Waltham Forest and Hubs in the TSH area.

The PCEHH is a weekly multi-disciplinary meeting chaired by the Director of Early Help and Children's Health. The PCEHH helps to identify and engage with children and young people who may be **potentially at risk from any form of exploitation** by responding to earlier 'critical moments' indicated via referrals from MASH. The PCEHH forms part of Newham's understanding and response to Child Sexual Exploitation (CSE), Missing, Criminal exploitation / gangs and county lines, serious youth violence (SYV), harmful sexual behaviour (HSB) and modern slavery in the borough.

It is well documented that focusing on prevention, early identification and intervention helps disrupt activity that might increase the probability of children and young people being exploited. Where there are low or emerging risks of child exploitation with no safeguarding concerns but heightened vulnerabilities, the child or young person is referred to the PCEHH for a multiagency discussion to agree a co-ordinated package of support for the whole family. Involving all family members can be a key determinant in supporting children and young people to remain safe and achieve good outcomes.

The PCEHH sits within the Early Help service, which works with the whole family. This means that the PCEHH also considers both inter-familial as well as intra-familial concerns as part of a co-ordinated and contextual safeguarding approach. All cases must have followed existing child protection procedures prior to being discussed at the PCEHH, including strategy meeting/discussion where appropriate.

Whilst the majority of our LDE TSH and SCITT staff and trainees work in Newham, we also have some trainees working in partner schools in other East London boroughs and they will need to refer to the Early Help Services of their Local Authority.

Child abduction and community safety incidents

For the purposes of this policy, "**child abduction**" is defined as 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 and other relatives, other people known to the victim, and strangers.

All LDE TSH and SCITT staff and trainees will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) including County Lines

Both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This can happen to children and young people from any background or community. This power imbalance can also be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

In some cases, the abuse will be in exchange for something the child needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals, groups, males or females and children or adults. Abuse can be a one-

off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve enforcement or enticement-based methods of compliance and may, or may not be accompanied by violence or threats of violence. Children can be exploited even when the activity appears consensual.

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 grooming and exploiting children and young people to carry drugs, weapons and money for them. Key to identifying potential involvement may be 'missing episodes' when the child may have been trafficked for the purpose of transporting drugs, weapons or money. LDE TSH and SCITT staff and trainees will consider a referral using the Newham/LA pathways or a direct referral using the National Referral mechanism for human trafficking.

Serious Violence

There are a number of indicators, which may signal that a child is at risk from, or involved with serious violent crime. These may include increased absence from school, a change in friendships, or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change of attitude or well-being or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Honour Based Abuse

So-called honour-based abuse (HBA) encompasses abuse committed to protect or preserving "honour". It often involves a wider network of family or community pressure and can involve multiple perpetrators. This **includes** Female Genital Mutilation (FGM), forced marriage and such practices such as breast ironing.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and is a form of child abuse. The Serious Crime Act 2015 (Home Office, 2015) **places a duty on teachers to notify the police of any known cases** of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to female genital mutilation in line with the London Child Protection Procedures. The Newham Attendance Service has produced guidance on FGM for staff dealing with families who announce that they are going abroad which is available on Newham Connect.

Indicators may include:

- A female elder is visiting from a country of origin
- Taking a long holiday to her country of origin or a country where FGM is prevalent
- Prolonged or repeated absence
- Difficulty walking, sitting or standing

Modern slavery

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. **All staff** will be aware of and alert to the signs that a pupil may be the victim of modern slavery.

Forced marriage

A forced marriage is one that is entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime.

Prevention of radicalisation

Children can be vulnerable to extremist ideology and radicalisation. Protecting children from this risk is similar to protecting them from other forms of harm and abuse. The Counter-Terrorism and Security Act (HMG, 2015) Section 26 places a duty on schools in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the PREVENT duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion;
- be safe spaces in which children and young people 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 and;
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to radicalisation and being drawn into terrorism. **All LDE TSH and SCITT staff and trainees** understand how to identify those who may benefit from this support and are aware of relevant agencies to contact in circumstances where an individual demonstrates indicators of concern, as well as how to make a referral using the Newham/ LA referral pathways.

Cyber-crime

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

LDE TSH and SCITT staff and trainees will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the Partner School’s DSL referring pupils to the National Crime Agency’s Cyber Choices programme.

Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Mental Health and Wellbeing

All LDE TSH and SCITT staff and trainees are aware that mental health can in some cases be an indicator that a child has or is suffering from or at risk of abuse. Staff are able to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health matter. Where there are mental health concerns about a child that is also a safeguarding concern, immediate action will be taken following the partner school's child protection policy and the partner school DSL will be informed.

Our TSH and SCITT works alongside its partner schools to protect the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase a child's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in a child's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that some children in our partner schools may be suffering from mental ill-health and are at risk of self-harm or suicide but may present in school as making good progress and achieving well. It is therefore vital that we work in partnership with the partner schools' safeguarding team, parents and carers to support the mental health and well-being of our children. It is equally important that parents share any concerns about the well-being of their child with school, so that appropriate support and interventions can be identified and implemented in partnership.

Where there are concerns that a child may be self-harming, it will be taken seriously as this may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or found to be self-harming the Partner School's Designated Safeguarding Lead (DSL) will aim to establish any underlying concerns. The child will be supported to access services using the appropriate Newham/LA referral pathways.

Domestic Abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, "domestic abuse" is defined as abusive behaviour of a person towards another person (including conduct directed at someone else,

e.g. the person's child) where both are aged 16 or over and are personally connected. "Abusive behaviour" includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse.

"Personally connected" includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The LDE TSH and SCITT staff and trainees will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All LDE TSH and SCITT staff and trainees will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Our TSH and SCITT recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

All LDE TSH and SCITT staff and trainees will follow the procedures outlined in the safeguarding policy of the Partner School if concerns of Domestic Abuse arise. The partner school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Operation Encompass operates in East London boroughs and our partner schools will use the information shared to ensure that our children are supported and kept safe.

10. Online safety and personal electronic devices

All LDE TSH and SCITT staff and trainees will adhere to the Online Safety Policy of their Partner School at all times. As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all LDE TSH and SCITT staff and trainees will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The TSH and SCITT and its partner schools will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. The TSH and SCITT and its partner schools will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions. Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the TSH and SCITT and partner schools. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the partner school's Data Protection Policy and Photography Policy.

All staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the partner school DSL, following the appropriate procedures.

Upskirting - Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera. Upskirting will not be tolerated by the TSH and SCITT and its partner schools.

11. TSH and SCITT Procedures: Reporting Concerns

All LDE TSH and SCITT staff and trainees have a duty to identify and respond to suspected and actual abuse or disclosures of harm. Any member of staff, volunteer or visitor to our TSH and SCITT based at Tollgate Primary School who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the Tollgate Designated Safeguarding Lead (DSL). Concerns about a child at risk of radicalisation or extremism will be raised with Tollgate Designated Safeguarding Leads and Prevent.

All action is taken in accordance with the following guidance;

<u>Immediate Danger:</u>

A member of staff will phone the police immediately on 999.

Urgent Concerns about a Child:

Staff will fill in a Cause for Concern form and hand it directly to the DSL on the same day.

The DSL will either... refer to the Newham Multi-Agency Safeguarding Hub through the Newham MASH Portal or by contacting MASH on **02033734600**. Time-sensitive referrals may be telephoned first in case the child needs to be kept in school, pending a Section 47 Strategy meeting when a social worker will come to the school.

Less Urgent Concerns:

Staff will fill in a Cause for Concern form and hand it directly to the DSL on the same day.

The DSL will discuss the concerns in Safeguarding Meetings and appropriate actions will follow (pastoral support, meeting with parents.)

Any LDE TSH and SCITT staff or trainee based at one of our TSH and SCITT partner schools who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the partner school's Designated Safeguarding Lead (DSL).

12. Allegations about a TSH and SCITT Member of Staff or Trainee

The aim of our TSH and SCITT is to provide a safe and supportive environment that secures the well-being and best learning outcomes for children. All LDE TSH and SCITT staff and trainees are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the LDE TSH and SCITT Handbook and Code of Conduct. We do, however recognise that sometimes allegations of abuse are made and when they occur they are distressing and difficult for all. We also understand that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children. Our TSH and SCITT and partner schools take all possible steps to safeguard our children and ensure that the adults in our TSH and SCITT and partner schools are safe to work with children.

We will always ensure that the procedures outlined in Chapter 7 of the London Child Protection Procedures are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO) by telephone 0203 373803 or email lado@newham.gov.uk

If an allegation is made or information is received about any LDE TSH and SCITT staff or trainee who works with children 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 they may pose a risk of harm to children; or

-
- behaved in a way that indicates they may not be suitable to work with children

12.1. Reporting

1. The member of staff receiving the information should inform **the LDE TSH and SCITT DSL** immediately. If the concern occurs in a TSH and SCITT Partner school, the member of staff receiving the information should inform **the Partner School DSL** immediately and follow their school's safeguarding policy.
2. **Should an allegation be made against the LDE TSH and SCITT DSL, this will be reported to the LDE Hub DSL (Craig Lilleyman).** In the event the LDE Accounting Officer is not contactable the same day, the information must be passed to the **LDE Accounting Officer (Tom Canning CBE)**.
3. The LDE Hub DSL or LDE Accounting Officer will seek advice from the LADO within **one** working day.
4. **No member of staff will undertake further investigations before seeking advice from the LADO.**

Any member of staff who does not feel confident to raise concerns within the TSH and SCITT should contact the LADO directly.

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

13. Practice when Police are called to the TSH and SCITT/Partner School

Before calling police to a partner school, the DSL and Headteacher will reflect upon the proportionality of this response, being aware of the child's rights under the Equalities Act and Human Rights Act and if necessary, identifying and addressing concerns such as adultification if it is suspected of being present in staff decision making processes thus far.

Procedure: In the event that a child is interviewed on site by police:

- 1) The DSL will act in loco parentis at that interview to provide support to the child.
- 2) **Parents/carers will be informed** directly that the police have been called to the school in connection with their child.
- 3) The Appropriate Adult must be present if the child is subsequently arrested and/or taken to a police station and the DSL will ensure that arrangements for such support are in place before the child leaves the school premises, with the reason for the arrest and the name of the appropriate adult concerned, confirmed.
- 4) The Appropriate Adult will **provide independent** support to detainees who are aged under 17. Their role is to assist the detainee to ensure that they understand what is happening at the police station during the interview and investigative stages. They should support, advice and

assist the detainee and ensure that the police act fairly and respect the rights of the detainee. They will help communication between the detainee, the police and others. They will not provide the detainee with legal advice.

No child may be subject to a search by police on school premises. Any such search should be carried out at the police station with an Appropriate Adult in attendance to the search.

- Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to the MASH with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to seek advice from the MASH or the Police in making decisions about when it is appropriate to share information with parents or carers.
- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the Designated Safeguarding Lead who will escalate the concern as appropriate.
- If, for any reason, the Designated Safeguarding Lead or Deputy is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to the Newham MASH where there is suspected or actual risk of harm to a child. All staff should be aware of how to access the portal.
- If a child resides outside Newham the DSL will be aware of the need to refer to the MASH in their LA. If unsure, always refer to the Newham MASH who will forward to appropriate areas.

14. Safer Recruitment

Due regard for safeguarding is taken at all stages of the selection procedure. LDE TSH and SCITT make a commitment to rigorously follow-up any safeguarding issues identified during the application and recruitment process, prior to accepting applicants onto the programme. The LDE TSH and SCITT website includes a statement of our commitment to safeguarding and promoting the welfare of children and the need for successful applicants to have an enhanced DBS certificate including barred list check. Applications are scrutinised and any discrepancies / anomalies/ gaps in employment or study are noted to be explored at interview if the candidate is considered for short-listing. Candidates are asked to disclose any convictions prior to interview. The invitation to interview also includes a statement about our commitment to safeguarding and information about the DBS check. The interview is carried out by two people, at least one of whom will have had appropriate safer recruitment training.

The interview includes a question designed to assess the candidate's attitudes towards and knowledge of safeguarding and whether their responses demonstrate their commitment to the promotion of fundamental British values. The identity and qualifications of the candidate are also checked at interview. Reference requests include specific questions designed to elicit unsuitability. Successful candidates must provide evidence that they have been subject to a DBS check (which must not have been for voluntary work). If the candidate has not undergone a DBS check, they will be advised that they need to undertake this check and are supported with online guidance. Applicants whose DBS check results indicate a potential area of concern, are not permitted to start the programme until additional investigations are

made by the ITT Lead, who will consult with representatives from partnership schools, before making the final decision on the suitability of the applicant for the programme.

An enhanced DBS check with barred list information will be undertaken for all TSH and SCITT trainees engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The TSH and SCITT will conduct the appropriate pre-employment checks for all prospective trainees, including internal candidates and candidates who have lived or worked outside the UK.

Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability - Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS - The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

15. Single Central Record (SCR)

The TSH and SCITT partner schools keep a SCR which records all staff, including teacher trainees, who work at the school containing information that is easily accessible and recorded in such a way that allows for details to all who need to see it, including Ofsted.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

The details of an individual will be removed from the SCR once they no longer work at the partner school.

16. Continuous Professional Development

16.1. Training

All members of the LDE Teaching School Hub, TSH and SCITT and The Boleyn Trust Central Team, including the LDE TSH and SCITT Designated Safeguarding Lead (DSL) are DSL trained and undertake safeguarding and child protection training appropriate to the role **every two years** as a minimum. All TSH and SCITT staff receive appropriate child protection training that is regularly updated. In addition, all staff members receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The TSH and SCITT provides safeguarding training for all trainees as part of their induction to the programme. The TSH and SCITT curriculum includes Prevent Training, Online Safety training and revisiting safeguarding training across the year. Trainees also receive safeguarding training from their partner schools.

The induction programme for all training courses includes attention to safeguarding and professional duties and behaviour, including expectations of the course, e-safety, anti-radicalisation, confidentiality & child protection. Trainees receive induction at the beginning of their school placements to read and follow the partnership school's safeguarding policy and procedures, including the identity of the Safeguarding Lead Officer and the process for reporting incidents and concerns. The sessions delivered have a focus on child protection with specific emphasis on policy and procedures as well as a wider focus on safeguarding and the PREVENT agenda. All trainees develop their understanding of the signs and indications of abuse and how to respond to a pupil who discloses abuse, in line with their school's safeguarding policy. For the session aims and content, refer to programme documentation.

Supervision

We recognise that trainee teachers working in different school/settings who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We support all trainees with resilience training and will support such trainee teachers by

providing an opportunity to talk through their anxieties with a named member of staff. The concern should be shared between the partnership school and LDE TSH and SCITT.

17. Professional Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with the partner schools' data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the partner school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents.

Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the partner school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.

During the disclosure of a concern by a pupil, TSH and SCITT staff and trainee teachers will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the partner school DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the partner school DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm.

Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.

Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed.

External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the partner school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

18. Record Keeping and Information Sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. LDE TSH and SCITT staff and trainee teachers must have due regard for the Data Protection Act 2018 and the General Data Protection Regulations (GDPR) Our partner schools understand the processing conditions that allow us to store and share information for safeguarding purposes. This allows us to share information without consent, if it is not possible to gain consent or if to gain consent would place a child at risk.

Well-kept records are essential to good child protection practice. Our partner schools are clear about the need to record any concern held about a child or children within the partner school, the status of such records and when these records should be shared with other agencies.

Any LDE TSH and SCITT staff and trainee teachers receiving a disclosure of abuse or noticing signs or indicators of abuse, will report the concern as soon as possible using the partner school's **Cause for Concern form** noting what was said or seen, using a body map to indicate if appropriate. This will also be logged on partner school's record-keeping system by the partner school DSL.

All child protection records are stored securely and confidentially **and will be retained for 25 years after the child's date of birth, or until they transfer to another school or educational setting.**

19. Whistleblowing

Whistleblowing is defined as '*making a disclosure in the public interest*' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All LDE TSH and SCITT staff and trainee teachers are made aware of the duty to raise concerns about the attitude or actions of staff in line with the partner school's Code of Conduct and Whistleblowing policy.

We want everyone to feel able to report any child protection or safeguarding concerns. More information is available called Advice for Whistleblowing in Maintained Schools (DfE 2014). However, for members of staff who feel unable to raise these concerns internally, they can contact the NSPCC whistleblowing helpline on: 0800 028 0285 or email: help@nspcc.org.uk



Tollgate Primary School

CAUSE FOR CONCERN FORM

Please ensure that this form is handed to:

Liza Christofides (DSL)

or

Nathalie Jacob (Deputy DSL).

Child's Name:

Class:

Staff Name:

Position held:

Date of Incident:

Time of incident:

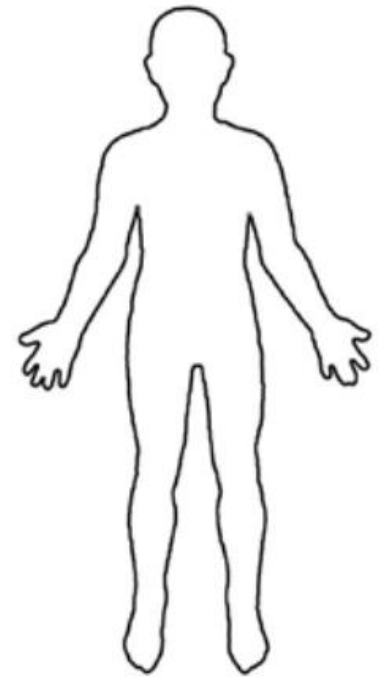
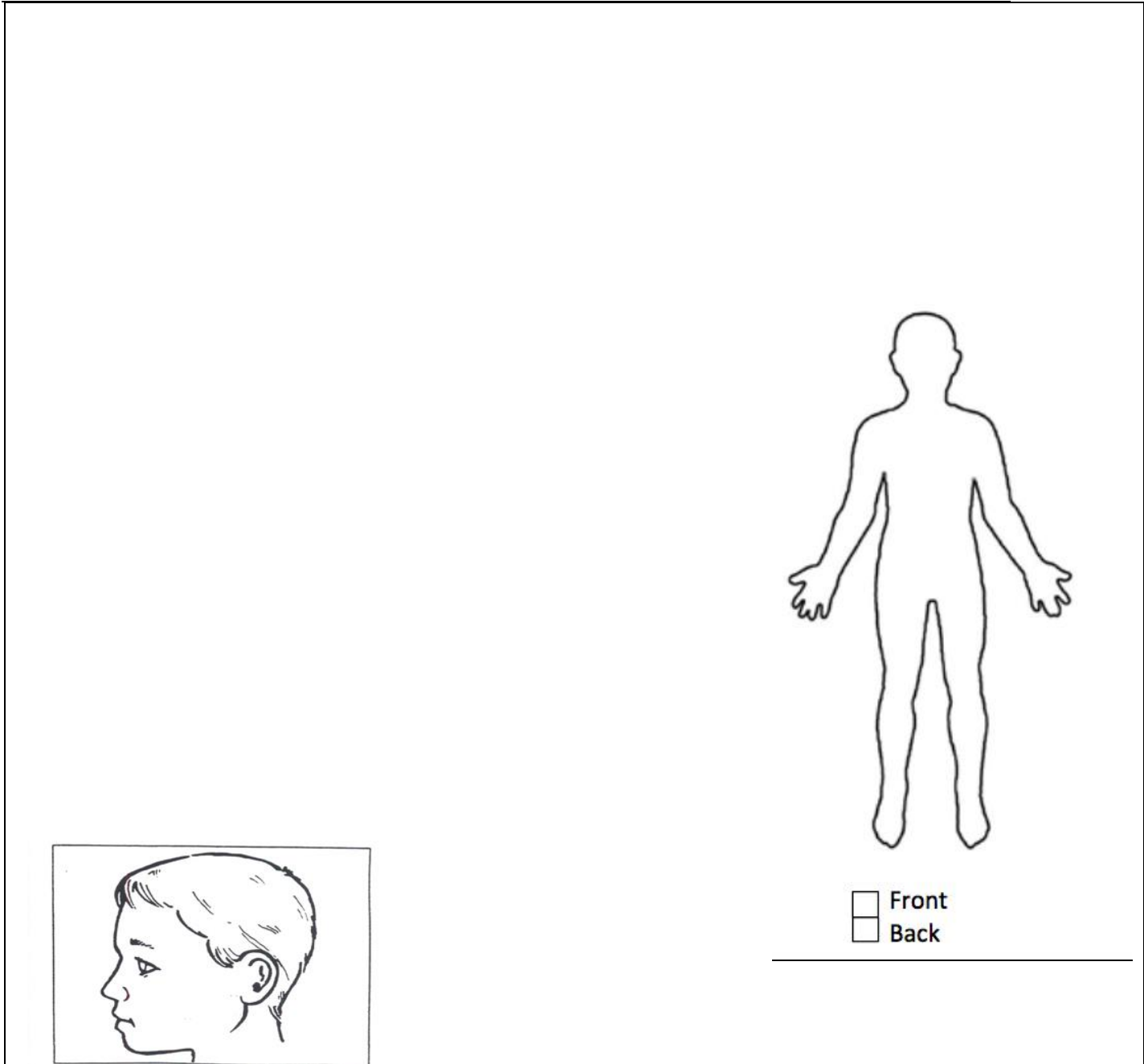
Location of Incident:

Date of record being made:

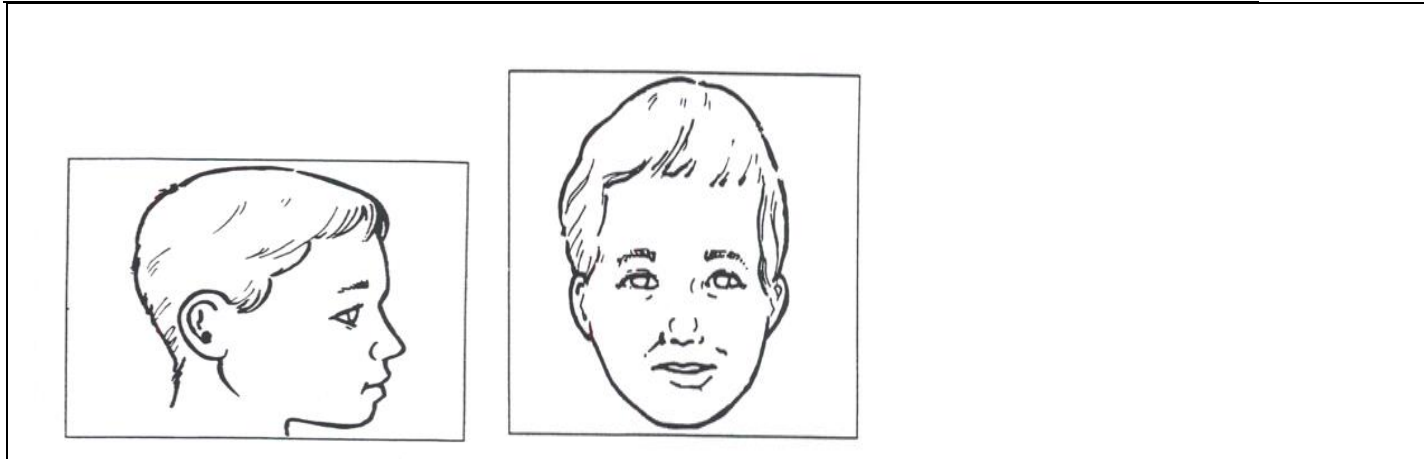
*Provide details of the incident or concerns you have including **description of any injuries** (use body diagram to indicate area of injury), **witness details, what you have observed, heard or been told**, if the information is first hand, fact or opinion, any other relevant details / information, etc. Ensure you clearly record the voice of*

the child's (suggestion - use capital letters/speech marks to ensure it can be easily recognised). Ensure you act in a timely manner when reporting concerns, especially if there is an injury noted.

STATEMENT:



Front
 Back



Date received by DSL: _____

Date logged onto Safeguard: _____

20. Acronyms

<u>Acronym</u>	<u>Long form</u>	<u>Description</u>
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.

EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.

LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
[Academies] MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special

	needs coordinator	educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

21. Appendix A: The LDE Safeguarding statement for display boards

Safeguarding Statement 2022 - 2023

London District East Teaching School Hub and SCITT is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of our partner schools.

Safeguarding of children is everyone's responsibility and a whole institution approach.

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children through our training programmes for our TSH and SCITT trainees and all activities of the TSH.

Child protection forms part of our safeguarding responsibilities. This means that in line with government requirements, we have a Safeguarding and Child Protection Policy which includes details about our responsibilities and procedures. This can be viewed on the LDE TSH website.

Every school we work with has their own Safeguarding policy which is adapted to be relevant to the context and procedures of their local authority. All staff and participants must be aware of and understand these local procedures for whichever school they are in.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that concerns about children are discussed with their parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare.

Both LDE TSH and LDE SCITT has a Designated Safeguarding Lead (DSL), contact details are below. Each school we work with is has school DSLs in place as the person(s) responsible for all safeguarding within that school.

All of our LDE SCITT trainees and LDE TSH programme participants are aware that they must follow the safeguarding processes and procedures for whichever school that are in at the time they need to report an issue.

When present at a centre-based TSH or SCITT training session, if the participant is unsure of how to proceed with a certain issue, they must contact the TSH or SCITT DSLs for immediate guidance using the contact details below.

We follow the principles and guidelines laid out in Keeping Children Safe in Education 2022 across all activities of our Teaching School Hub:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf

If you have any safeguarding concerns please refer them immediately as follows:

Teaching School Hub - Designated Safeguarding Lead



Craig Lilleyman – Director of LDE TSH.

Email: craig.lilleyman@londondistricteast.org

Mobile: 07458303569 or 07966082508

Tel: 020 7884 5248



London District East SCITT **LDE SCITT – Designated Safeguarding Lead**

School Centred Initial Teacher Training

We also have a designated safeguarding lead specifically for London District East SCITT:



Rosetta Robinson - Hub ITT Lead.

Email: rosetta.robinson@londondistricteast.org

SCITT Mobile: 07458303569

Tel: 020 7884 5251

Boleyn Trust Safeguarding Leads

If you have any safeguarding concerns that relate to Teaching School Hub Staff, they must be reported immediately to the Chief Executive Officer of the Trust.

Tom Canning CBE – Trust Safeguarding Lead, Trust CEO and LDE TSH and LDE SCITT Accounting Officer

Email: tom.canning@theboleystrust.org **Tel:** 020 7476 1848

Sarah Lack – Trust Safeguarding Deputy and Trust Deputy CEO

Email: sarah.lack@theboleystrust.org **Tel:** 020 7476 1848

Clive-Anthony Douglas MBE - Trustee Lead for Safeguarding

Email: clive.douglas@boleystrust.org **Tel:** 020 7476 1848