



Part of T4 Trust

Child Protection and Safeguarding Policy

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Ian Mikardo High School (IMHS) is a specialist academy pioneering the way in which our society approaches the education of our most vulnerable young people. We put the individual at the centre of what we do, adapting our curriculum according to their social, emotional, and educational needs. We are widely respected as leaders in SEN and trauma-informed practice and are passionate about continually evolving to empower each and every one of our students.

This policy is available and is accessible to all staff, volunteers, students, parent’s carers and visitors via the school’s website, shared drive, induction packs and is regularly communicated and shared during staff inductions, staff training, parent/student’s inductions and at the school office.

The school’s arrangements and practice of Child Protection and safeguarding procedures will be monitored by the Designated Safeguarding Lead, with advice and support from the Headteacher, the Trust Safeguarding and Compliance Reporting Lead, any Governor/Trustee with responsibility for safeguarding and the Attendance & Welfare Coordinator. This policy will be reviewed annually, unless an incident, new legislation or guidance calls for the need for an immediate review.

Ian Mikardo High School is committed to safeguarding and promoting the welfare of children.

This Safeguarding and Child Protection Policy applies to all staff, volunteers, visitors, and governors. The schools safeguarding procedures have been written in accordance with Keeping Children Safe in Education 2023 and reflect local safeguarding arrangements including the Tower Hamlets Safeguarding Children Partnership Supplementary Guidance documents on Child Protection Procedures and the Management of Allegations and Concerns that do not meet the Harm Threshold.

Core Safeguarding Principles

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns shared and reported by our students 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/young person’s wishes and feelings will always be taken into account at the school when determining what action to take and what support to provide.
- All staff including supply staff, contractors and volunteers have an equal responsibility to act immediately on any suspicion or concern shared that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that all students and staff involved in safeguarding and child protection issues will receive appropriate support.

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

1. Local Authority Safeguarding Contact Numbers

In the unlikely event that a member of school staff who is not part of the safeguarding team, needs to make a safeguarding notification to the local authority where a student resides, the contact numbers are listed below.

- Barking & Dagenham - 020 8227 3811
- Brent - 020 8937 4300
- Camden - 020 7974 3317 **out of hours 020 7974 4444**
- Enfield - 0208 379 5555
- Essex - 0345 603 7627 **out of hours 03456061212**
- Hackney - 020 8356 5500 **out of hours 020 8356 2710**
- Haringey - 020 8489 4470 **out of hours 020 8489 0000**
- Islington - 020 7527 7400 **out of hours 0207226 0992**
- Newham - 020 3373 4600 **out of hours 020 8430 2000**
- Redbridge - 020 8708 3885 **out of hours 020 8708 5897**
- Southwark - 020 7525 1921 **out of hours 020 7525 5000**
- Thurrock - 01375 652 802
- Tower Hamlets - 0207 3645006 **out of hours 020 7364 4079**
- Waltham Forest - 020 8496 2310
- Wandsworth - 020 8871 6622 **out of hours 020 8871 6000**
- Westminster - 020 7641 7913 **out of hours 020 7641 6000**

The NSPCC Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at nspcc.org.uk/whistleblowing.

2. The Designated Safeguarding Lead (DSL) and Deputies at IMHS

Trust Safeguarding and Compliance Reporting Lead:

Lisa Tharpe – Deputy Head (IMHS) - Email: lisa.tharpe@ianmikardo.com

The Designated Safeguarding Lead is:

Lynn St. Phillip-Ross – Lead Inclusion and Welfare Practitioner – Email: Lynn.st.phillip-ross@ianmikardo.com

The Deputy Safeguarding Officers are:

Aaron Mulhern – Executive Headteacher - Email: aaron.mulhern@ianmikardo.com

Hazera Begum- Attendance and Welfare Coordinator - Email: Hazera.begum@ianmikardo.com

Karen Raftery – Head of Post 16 and Careers - Email: karen.raftery@ianmikardo.com

Jason Levine – Designated Mental Health Lead – Email: jason.levine@ianmikardo.com

The Safeguarding Leads - Board of Governors for T4 Trust are:

Helal Ahmed – Local Community Board of Governor for Safeguarding

Sara Attwood – T4 Trust Board of Governor for Safeguarding

3. Compliance

Students at Ian Mikardo High School are extremely vulnerable and our wholehearted commitment to their welfare and wellbeing makes Child Protection and safeguarding fundamental to our work. We are aware of our duty to Prevent and regard this as the responsibility of everyone who works in the school. All staff should recognise that as frontline workers, they are in an important position to identify concerns early, provide help and support to children, promote children's welfare, and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn.

All staff have a responsibility to report safeguarding concerns immediately to the DSL and have received training and guidance on how to record safeguarding concerns on the reporting system MyConcern.

Our approach is child centred, in that it focuses on the best interests of the child at all times, and it is co-ordinated. If in doubt about any safeguarding matter, staff should always speak to the DSL.

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

4. Legislation and Statutory Guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(September 2023\)](#) and [Working Together to Safeguard Children \(2018\)](#) (Updated July 2022), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques
- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- UKCIS Sharing Nudes and Semi-Nudes: Advice for Education Settings Working with Children and Young People (December 2020)
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges: Advice for Schools and Colleges on how to prevent and respond to reports of sexual violence and harassment between children (Updated September 2021)
- The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
- Education and Training (Welfare of Children) Act 2021 (16-19 Academies and Independent Training Providers)
- The Equality Act 2010
- The Safeguarding Vulnerable Groups Act 2006
- What to do if you're worried a child is being abused 2015
- The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- The Teacher Standards 2012

Purpose of Policy

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: students, parents/carers, and other partners.

This policy also complies with our funding agreement and articles of association.

For the purposes of this guidance, safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

These procedures should be read in conjunction with:

Tower Hamlets Safeguarding children Partnership (THSCP)

The Children Act 2004 as amended by the Children and Social Work Act 2017 has brought about the establishment of the Tower Hamlets Safeguarding Children Partnership (THSCP).

The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

5. Statutory Partners

- **Local Authority**
Debbie Jones, Director of Children's Services London Borough of Tower Hamlets
- **Integrated Care Systems**
Jane Milligan, Accountable Officer, East London Integrated, Health and Care system
- **Police**
Sue Williams, Borough Commander, Central East, Metropolitan Police Service

More information about the Tower Hamlets Safeguarding Children Partnership can be found on the website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

Tower Hamlets SCP Multi-Agency Safeguarding Thresholds Guidance - see Tower Hamlets SCP Website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations - see Tower Hamlets SCP Website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers, or contractors:

At IMHS, we recognise the possibility that adults working in the school may harm children, including Governors, Volunteers, Supply Teachers, and Agency staff. Any concerns about the conduct of other adults in the school should be taken to the Executive Headteacher without delay; any concerns about the Executive Headteacher, should be directed to the Chair of Governors: **Chris Weavers**

The T4 Trust will continue to offer support in the process of managing allegations.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Executive Headteacher.

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

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

Local Authority Designated Officer (LADO) Melanie Benzie Tel: 020 7364 0677
Email: LADO@towerhamlets.gov.uk

Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – September 2023 – see Tower Hamlets SCP Website: <http://www.childrenandfamiliestrust.co.uk/the-lscb/>

Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - September 2023

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

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

And

The London Child Protection Procedures revised 7th Edition (London Safeguarding Children Board, March 2023) – see the London Child Protection Committee Website:
<http://www.londoncp.co.uk/index.html>

This policy relates to Ian Mikardo High School, and all its activities, whether on or off site. The policy must be followed by all members of staff and volunteers including agency and SLA staff.

The following school policies and practices should also be noted in relation to Child Protection; all underline our fundamental belief that our students, staff and volunteers have a right to be safe.

- Staff Guidance on Behaviour, Discipline and Anti-Bullying
- Equality Information and Objectives
- Individual pupil risk assessments/safety plans
- The school's policies relating to First Aid and the administration of medication (Drug Education, Drug Incident and Medication Policy, Medical Conditions policy, Health and Safety Policy)
- Data Protection, Security and Social Media policy
- Educational Visits Policy and associated risk assessments
- Parental Engagement Policy
- Volunteer Policy
- DBS Procedure and Single Central Record

Where a child is suffering significant harm, or is likely to do so, we take action to protect that child. We also take action to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk.

The school's designated Child Protection and Safeguarding Officer is the Deputy Head – Head Welfare and Inclusion (Safeguarding Lead.) In her absence, the Executive Headteacher will act as the designated person.

IMHS is registered with Operation Encompass

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

Operation Encompass is an integral component in child safeguarding and protection policies and, as such, should be cited in the school's Safeguarding and Child Protection policies. Participation in Operation Encompass mandates a secure record-keeping trail, which may be electronic, or paper based. Within Operation Encompass, all records are managed at Child Protection level with the highest level of security and confidentiality, and in full accordance with GDPR. These records are held by police and schools only. **Operation Encompass does not hold the records and never has access to these records.**

6. Key Definitions

Safeguarding and promoting the welfare of children is:

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

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

Child includes everyone under the age of 18.

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

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

7. Rights of 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:

- 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 students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics). For more information, please see Equality information and objectives 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.

Within the overarching framework of safeguarding and promoting the welfare of children, our school is firmly committed to ensuring an inclusive and supportive environment for all pupils, regardless of their protected characteristics. We recognise that each child is unique, and we are dedicated to addressing their diverse needs. We take a proactive approach by implementing measures that support students with protected characteristics, such as disability, sex, sexual orientation, gender reassignment, and race. This includes making reasonable adjustments to ensure that disabled children can fully participate in all aspects of school life, catering to their individual requirements.

Moreover, our commitment extends to taking positive action when it is proportionate and necessary to address specific disadvantages faced by students with particular protected characteristics. For instance, if evidence emerges that indicates a particular student group are disproportionately subjected to sexual violence or harassment, we are ready to take affirmative steps to ensure their safety and well-being. Our school embraces the duty to foster an environment where all children, regardless of their backgrounds, feel safe, respected, and empowered to learn and thrive.

By recognising and responding to the unique needs and challenges faced by students with protected characteristics, we create a harmonious and inclusive school community. Our dedication to promoting equality and eliminating discrimination not only complies with legal obligations but also reflects our genuine commitment to nurturing the potential of every child within our care.

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. Our school is actively fostering a whole school approach to anti-racism through various initiatives and programmes which is led by our Mental Health and Wellbeing Lead, Jason Levine.

8. Children with Special Educational Needs

Ian Mikardo High School is a specialist school for children with Special Educational Needs (SEN) and Social, Emotional and Mental Health needs. All staff are given regular in-depth training and have an awareness that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. As outlined in Keeping Children Safe in Education (2023) this could be because;

- 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

For more information on the Rapid Review process, Local Learning Reviews and Child Death Reviews, Working Together 2018 Chapters 4 and 5 should be consulted. Working Together 2018 paragraphs 25-27 provide more information on the expectation of school's role within the safeguarding partnership arrangements.

Further information on safeguarding SEND children is available in the non-statutory guidance Safeguarding Disabled Children (2009), but staff should speak with the DSL and MICO in the first instance, due to Ian Mikardo being a Special school queries of this nature should be directed to the Lead Inclusion and Welfare Practitioner – Lynn St, Phillip-Ross

Mental Health is now explicitly included in the definition of safeguarding in KCSIE 23, which says that safeguarding includes “preventing impairment of children’s mental and physical health or development”.

Mental health needs can be an indicator that a child has suffered abuse and can put them at risk of abuse. Traumatic events can also have a lasting impact on a child’s mental health, behaviour, and education.

Only trained professionals can diagnose mental health problems. But, as school staff, you are well-placed to spot signs that a child may be experiencing a mental health problem or may be at risk of developing one.

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.

If you have a mental health concern about a child that is also a safeguarding concern, follow school procedures for reporting.

All staff are given training in recognising signs of abuse in children with SEN and disabilities.

9. IMHS Trauma Informed Approach

The safety and welfare of our students is paramount to our educational practice. Many of our young people have histories of trauma and had adverse childhood experiences that prove barriers to learning. Our Welfare department works closely with students, their families, and teaching staff, ensuring that the individual’s background is not only understood, but that it informs how we can work together to best support that young person.

Our welfare practice is trauma informed and underpinned by an in-depth understanding of attachment theory. We have a number of staff trained to use non-violent resistance (NVR) strategies, enabling them to respond to highly expressed emotion and confrontational behaviour while staying calm and communicating clearly rather than resorting to physical intervention. It is crucial that our students feel supported and heard, and our Welfare team works to ensure that every aspect of a student’s school experience speaks to that. Staff from the Welfare department often support teaching staff to facilitate the conflict resolution process used to address issues throughout the school.

The Welfare team are specialist members of staff that aim to bridge the gap between the curriculum learning and wellbeing needs of students. Having a Link Worker embedded within the Welfare

department, helps to ensure that a student's programme of study meets their social, welfare and academic needs and targets.

10. Risk Assessment

Children/Young People Who May Be Potentially More at Risk of Harm

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

A Child/Young Person 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 or Forced Marriage
- 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
- Is persistently absent from education, including persistent absences for part of the school day

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

Many children at Ian Mikardo are Looked After, the subject of Child Protection plans, or Children in Need; all have statements of SEMH, and further complex needs and are likely to face multiple and overlapping safeguarding issues. Safeguarding responses can relate to protecting children from physical, emotional, and sexual abuse or exploitation, from neglect, and from the risks associated with gangs and youth violence. We are mindful that our students may also be at risk of becoming involved in radicalism or extremist groups.

Staff working in the school have a responsibility to be aware of and alert to signs that all is not well with a student and are aware of their Duty to Prevent. This involves staff making judgements about whether students are at risk outside the school and includes issues such as postcode gang activity.

Ian Mikardo 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.

Risk assessment is on-going at Ian Mikardo; it is embedded in the school's practice on a day by day basis.

Where staff have concerns, these should be reported immediately to the Designated Safeguarding Lead/Deputy Safeguarding Lead, or in their absence, a member of the Senior Leadership Team. The Designated Safeguarding Lead will work with other professionals known to the student as is appropriate, so that concerns can be shared, and a course of action agreed.

This process is facilitated by daily briefings and debriefings when it is made clear that staff have a responsibility to be vigilant at all times and to report safeguarding concerns immediately. Sometimes a student will seek out an adult to talk about something that is happening or has happened to them which is causing them distress. On these occasions, it is important to listen carefully to the student and not dismiss his/her feelings.

In all situations where staff have concerns, a clear written record should be made of any observation, allegation, events, or conversation that led to the concern any evidence that comes to light subsequently is logged on SIMS and raised at debrief. The DSL is responsible for ensuring that full records are kept of safeguarding concerns and referrals. With respect to safeguarding, the school works closely with Social Care, the Police, and Health professionals and other services as is appropriate.

The school's DSL works all year round and is contactable via email: Lynn.st.phillip-ross@ianmikardo.com

All members of the welfare team are DSL trained, in the event that an incident occurs during the schools' holidays between the hours of 09:00am - 16:00pm please call the school office on 020 8981 2413 or email: welfare@ianmikardo.com

If the DSL or nominated DDSL's are not available, and the incident occurs out of school hours please contact the following Senior Leaders:

Lisa Tharpe: Trust Safeguarding and Compliance Reporting Lead on: Mob: 07740 000824 or Email: lisa.tharpe@ianmikardo.com

Aaron Mulhern: Headteacher, Mob: 07950 953847 or Email: aaron.mulhern@ianmikardo.com

STUDENT RISK ASSESSMENT / BEHAVIOUR MANAGEMENT PLAN

Student Name		DOB	
Year Group		Address	

TRIGGERS						
Risk:	Low	<input type="checkbox"/>	Medium	<input type="checkbox"/>	High	<input type="checkbox"/>
Specific Hazardous behaviours:						
Specific Strategies:						

De-escalation / Intervention:					
	TRY	AVOID		TRY	AVOID
Clear instructions	<input type="checkbox"/>	<input type="checkbox"/>	Conflict Resolution	<input type="checkbox"/>	<input type="checkbox"/>
Verbal advice	<input type="checkbox"/>	<input type="checkbox"/>	Conversation	<input type="checkbox"/>	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	Transfer Adult	<input type="checkbox"/>	<input type="checkbox"/>
Limited Choices	<input type="checkbox"/>	<input type="checkbox"/>	Consequences re-enforced	<input type="checkbox"/>	<input type="checkbox"/>
Distraction	<input type="checkbox"/>	<input type="checkbox"/>	Humour	<input type="checkbox"/>	<input type="checkbox"/>
Diversion	<input type="checkbox"/>	<input type="checkbox"/>	Success reminders	<input type="checkbox"/>	<input type="checkbox"/>
Reassurance	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>
Planned Ignoring	<input type="checkbox"/>	<input type="checkbox"/>			
1:1	<input type="checkbox"/>	<input type="checkbox"/>	Other:	<input type="checkbox"/>	<input type="checkbox"/>
1:1 Offsite	<input type="checkbox"/>	<input type="checkbox"/>			

Current Behaviour Risks	Tick Here	Risk Assessment History	Tick Here
<i>Tick any behaviour risks in past year</i>		<i>Tick any appropriate box for each question</i>	
VIOLENCE		HISTORY OF VIOLENCE (EVER)	
Not applicable		None	
a. Intimidation / Threats		a. One incident	
b. Throwing of objects to cause harm		b. Two incidents	
c. Damage to property		c. Three incidents	
d. Arson (deliberate fire setting)		d. More than three incidences	
e. Violence to family		e. Threats of violence	
f. Violence to staff			
g. Violence to other students			
h. Violence to general public			
WEAPONS		MOST SERIOUS HARM CAUSED	
Not applicable		None	
a. Knife		a. Minor injury	
b. Pellet gun or similar		b. Serious injury	
c. Other (please specify)			
SELF-HARM		HISTORY OF SUICIDE ATTEMPTS (EVER)	
Not applicable		None	
a. Accidental harm at home (e.g. falling, careless, climbing)		a. One	
b. Lack of awareness of danger		b. Two	
c. Accidental harm outside the home (e.g. wandering into the road)		c. Three	
d. Overdose		d. More than three	
e. Self-injury (e.g. cutting)		e. Mental health assessment	
f. Non-compliance with medication			
g. Threats to jump or hang			
SEXUAL MISCONDUCT		HISTORY OF SEVERE NEGLECT (EVER)	
Not applicable			
a. Verbal Threats		a. None	
b. Physical threats		b. Yes	
c. Exposure			
d. Assault			
GANG AFFILIATION		HISTORY OF ARSON (EVER)	
Not applicable		None	
a. Lead member		a. Threats	
b. Major involvement / Affiliated		b. Yes - actual	
c. Minor involvement / Nominal			
VULNERABILITY		HISTORY OF CONTAINMENT (EVER)	
Not applicable		None	
a. Risk of abuse		a. Special Hospital	
b. Risk of sexual exploitation		b. Secure Unit	
c. Running away from home/school		c. Young Offenders Institute	
d. Other methods of self-harm		d. Locked ward	
e. Climbing		e. Detained a police station	
		f. Detained under MHA 1983	
		g. Detained under section 136	
CONTACT WITH CRIMINAL JUSTICE SYSTEM		HISTORY OF DROPPING OUT OF CONTACT WITH MENTAL HEALTH SERVICES	
Not applicable		Not applicable	
a. Incidents involving the police		a. Yes	
b. Known to YOS		c. No	
d. Caution			
e. Convictions Specify Type			

Risks of bringing a weapon to school or causing serious violence:

--

What external factors will affect risk:

--

What factors will reduce risk:

--

Name:	Designation:	Signature:	Date:

Date of Review:

Children/Young People In Need of a Social Worker

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

When making decisions about safeguarding, carrying out a risk analysis, making a safeguarding response to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school will take seriously the fact that the child in need of a social worker will require enhanced pastoral and academic support alongside that provided by statutory services. School is also committed to providing further pastoral and academic support to children who have had historic contact with a Social Worker, in recognition that the abuse and trauma is likely to have an impact on the child beyond the duration of the involvement of statutory services. The school will co-operate with the Tower Hamlets Virtual School, which now has a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children known to a social worker. Staff are aware that when dealing with students known to a social worker, they need to ensure open communication, respect established protocols, and actively collaborate with Childrens Social Care to provide comprehensive support and safeguard the students' welfare."

11. Common Signs

Some common signs that there may be something of concern happening in the life of a child or young adult include:

- Unexplained changes in behaviour or personality
- Becoming withdrawn
- Seeming anxious
- Becoming uncharacteristically aggressive
- Lacks social skills and has few friends if any
- Poor bond or relationship with a parent
- Knowledge of adult issues inappropriate for their age
- Running away or going missing
- Always choosing to wear clothes which cover their body

These signs do not necessarily mean that a child or young adult is being abused, there could be other things happening in their life which are affecting their behaviour – but the Golden Rule is to always raise any concerns with the DSL or a member of the SLT.

You may also notice some concerning behaviour from adults who you know have children in their care, which makes you concerned for the child/children's safety and wellbeing. Again, you should share this information with the DSL.

12. Types of abuse

The NSPCC identifies 12 different forms of abuse as follows:

- Bullying and Cyberbullying

- Child Sexual Exploitation (CSE)
- Child Trafficking
- Domestic Abuse
- ***Emotional Abuse***
- Female Genital Mutilation (FGM)
- Grooming
- ***Neglect***
- Non-Recent Abuse
- Online Abuse
- **Physical Abuse**
- **Sexual Abuse**

(Forms of abuse shown in italics are the 4 main categories most commonly mentioned in safeguarding training. It could be said that all other 8 forms of abuse fall under those 4, but the NSPCC list of 12 is provided for completeness.)

The NSPCC also provides information about each of the 12 forms of abuse at the following URL: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

13. Contextual Safeguarding (Extra Familial Risks)

The school acknowledges that abuse can happen in any organisation and in many different contexts. As such, the school also understands the value of Contextual Safeguarding.

Contextual Safeguarding is an approach to understanding, and responding to, children’s experiences of significant harm beyond their families and the school setting. It recognises that the different relationships that children form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers sometimes have little influence over these contexts, and children’s experiences of extra-familial abuse can undermine parent-child relationships. Therefore, we recognise that we need to engage with individuals and sectors who do have influence over or within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

Therefore, we seek to expand the objectives of child protection systems in recognition that children are vulnerable to abuse in a range of social contexts.

14. Child Criminal Exploitation (Including Involvement in County Lines)

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

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

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network -See KCSIE (2023)

Staff in school are aware of the occurrence of children being vulnerable to potential exploitation through links with older children in the community, online gaming, and social media. Contextual knowledge of our community and staff vigilance means that any concerns are logged and acted upon promptly. Children are taught about the dangers of being influenced and involved in criminal activities during PHSE lessons at an age-appropriate level, and parents are offered support via workshops during the year.

Information about Child Criminal Exploitation can be found in KCSIE (2023)

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

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

Some of the following can be indicators of CCE:

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

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

- Go missing from education and/or home and subsequently found in areas away from their home
- Have been the victim or perpetrator of serious violence (e.g., knife crime)
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- Are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity
- Owe a 'debt bond' to their exploiters
- Have their bank accounts used to facilitate drug dealing

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society [County Lines Toolkit for Professionals](#)

Child Sexual Exploitation and Child Criminal Exploitation

KCSIE 23, Part 1 draws attention to these specific safeguarding issues. These are 2 forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

This could be a one-off or a series of incidents over time. It can happen online and in person. Even if the activity seems to be consensual, it can still be abuse.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college, or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infections
- Evidence of suspicions, physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

Potential vulnerabilities include:

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

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

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

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 to the National Referral Mechanism is available in the Modern Slavery Statutory Guidance.

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

Domestic Abuse

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

Definition

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

- (a) Physical or sexual abuse
- (b) Violent or threatening behaviour
- (c) Controlling or coercive behaviour
- (d) Economic abuse (adverse effect of the victim to acquire, use or maintain money or other property or obtain goods or services)
- (e) Psychological, emotional or other abuse

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

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person. (The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic abuse has been added to the list of safeguarding issues that all staff should be aware of. The KCSIE 2023 guidance makes it clear that domestic abuse:

- Can be psychological, physical, sexual, financial, or emotional
- Can impact on children through seeing, hearing, or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships

In response to safeguarding reports received about children involving Domestic Abuse, the school will make contact with Children's Social Care for advice and guidance. Where appropriate school will complete a DASH Risk Assessment with the individual reporting as a victim of Domestic Abuse. The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

15. Preventing Radicalisation and Extremism

Section 26 of the Counter-Terrorism and Security Act 2015 requires the school to have “due regard to the need to prevent people from being drawn into terrorism” (the Prevent duty) and to “have regard to the need to prevent people from being drawn into terrorism” (the Prevent guidance.) The school meets the requirements of this legislation by ensuring that risk assessment and staff training are ongoing, that the school works in partnership with the Local Authority, and through the practice of other policies as specified above. This Duty is further supported by the school’s ethos.

We recognise that our students’ vulnerability, their location in disadvantaged communities, and the potential unmonitored use of the internet outside school can expose them to others who are pursuing agendas related to radicalisation and extremism, or sexual exploitation, and we seek to protect them from these risks.

Each year Ian Mikardo celebrates (among other festivals) Eid, St George’s Day, Black History month and Christmas; the school actively celebrates difference to prepare its young people for life in modern Britain and ensures that this emphasis on positive citizenship is embedded in the formal and social curriculums. This ensures that mitigating against the risk of our students becoming involved in radicalism and extremism is a long-established part of our holistic practice and is further supported by the high ratio of staff to students, and the focus on building positive relationships between students and staff.

Our reflective ethos applies to every interaction throughout the school day and ensures that students learn to think, consider and explore their own values and those of others, exercise their judgement about issues beyond their immediate horizons, and to develop the knowledge and skills that will enable them to recognise risk, challenge extremist arguments, recognise when pressure from others threatens their personal safety and wellbeing, and make safe choices.

Our students’ complex backgrounds mean that many have issues around their identity and sense of belonging and feel disempowered. They are likely to be immature individuals who have low self-esteem and seek adventure and excitement in inappropriate activities, which they use to try to impress their peers. They may identify with a charismatic individual and be attracted to a group that offers them a sense of identity, social network, support, and sense of empowerment. Involvement with violent extremism is likely to be triggered by personal experience of racism or discrimination, or the perception that they have been discriminated against.

To Prevent Radicalisation and Extremism We Practice the Following:

- The school is an open community in which we encourage students to express their thoughts and feelings. Our inclusive ethos ensures that staff promote mutual respect and challenge all bullying including discriminatory language or behaviour, whether racist, homophobic, or pertaining to violence against women or other groups or individuals. This is essential when working with vulnerable young people who may be unaware that they are expressing extremist views, and/or putting themselves and others at risk. Staff model appropriate discussions which demonstrate to students how diverse views can be heard, analysed, and challenged in a way that values freedom of speech and does not compromise safety.
- We recognise that the more resilient our students become, the more they will be able to keep themselves safe. Through both our formal and social curriculums, discussions are facilitated in a safe space. This supports students to develop their critical thinking capacity and to acquire skills and knowledge that will enable them to challenge extremist views.

- We ensure that every student is listened to and knows how to air any grievances and resolve conflict through discussion in conflict resolution sessions that bring opposing parties together to seek a positive way forward.
- We are aware that our students may be vulnerable to internet grooming by those following an extremist agenda. Student access to the internet is filtered, ensuring that students do not have access to Facebook, YouTube, and other sites which the school feels could put them at risk. Each student has their own log-in so that online activity can be tracked, and students' internet use is supervised and monitored by staff, who are alert to the possibility of cyber bullying and grooming and encourage safe internet practice across the curriculum. For further information see the school's **Data Protection, Security and Social Media policy**.
- We work actively with parents and carers if we feel that internet access is not being monitored at home, or if students are using their phones inappropriately.
- Our experience confirms that the most effective way to work with students and their families is to treat everyone as an individual. This applies equally to any concerns about extremism and radicalisation; we use generic literature on the subject only when certain that to do so will be constructive.

Indicators of an Interest in Extremism Can Include:

- Glorifying violence, or an obsessive interest in violence.
- Racist statements, whether spoken or written.
- Showing interest in extremist causes and groups, including the possession of illegal or extremist literature or images.
- We are aware that radicalisation can include such groups as the English Defence League and may not relate to the more highly publicised Islamic extremism.
- Out of character changes in dress, behaviour, and peer relationships (although there can be many reasons for such changes in students at Ian Mikardo)
- Secretive behaviour.

Our commitment to promoting fundamental British Values is integrated into our SMCS (spiritual, moral, social, and cultural education) framework, ensuring that every facet of our students' learning journey reflects our dedication to inclusivity, mutual respect, and shared values.

If a Student is Felt to Be At Risk of Extremism or Radicalisation The Following Procedures Will be Followed:

- Any member of staff who feels that a student is at risk of radicalisation will immediately report the issue to a member of the DSL and Senior Leadership Team.
- The school will involve the student and their parents or carers in discussions about the concerns, seek their views, carry out any further assessments required to support the student and ensure that an appropriate plan is put in place, this may involve working with the student, their family and referrals to external professionals.
- Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team pass on the concern to Tower Hamlets MASH (Multi-Agency Safeguarding Hub) or contact the school's police liaison officer, and other professionals already working with the family, such as YOT. Depending on the severity of the concerns, it may be useful to instigate a Team Around the Child approach; SLT will exercise their discretion as to whether this is appropriate.

- The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a student.

You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

16. Whistleblowing

All adults have a responsibility to report any concerns about poor or unsafe practice, including in relation to the care and protection of a student or students. If a member of staff believes that best practice in this area is not being adhered to or that practice may put a student or students at risk, they should follow the School's Whistleblowing Policy.

No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the whistleblowing procedures. Where an adult feels unable to raise a concern about poor safeguarding practice with the school, or where they feel that their concern is not being addressed, they can raise their concern externally:

Guidance can be found at - <https://www.gov.uk/whistleblowing>

The NSPCC Whistleblowing Advice Line is available for adults who do not feel able to raise concerns regarding child protection failures internally - E: help@nspcc.org.uk.

T: 0800 028 0285 – line is available from 08h00 to 20h00, Monday to Friday

A: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London, EC2A 3NH.

Please refer to our Whistleblowing policy for further details.

17. Online Safety

Children should have the right to explore the digital environment but also the right to be safe when on it. However, technology often provides the platform that facilitates harm, and the use of technology has become a significant component of many safeguarding issues. Examples of which include child sexual exploitation; child criminal exploitation; radicalisation; sexual predation/grooming; and forms of child-on-child abuse such as cyberbullying and nudes and semi-nudes.

In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, which can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In accordance with Behaviour in Schools. Advice for Headteachers and school staff (September 2022), the school

promotes as part of its culture of excellent standards of behaviour that the same standards of behaviour are expected online as apply offline, and that every student should be treated with kindness, respect, and dignity.

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

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

- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racism, prejudice-based content, misogyny, 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 students are at risk of phishing, school can report concerns to the Anti-Phishing Working Group (<https://apwg.org/>).

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

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

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

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- Reviewing filtering and monitoring provision at least annually
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
- Having effective monitoring strategies in place that meet their safeguarding needs

Safeguarding of children extends to the online environment. All Staff are aware of the risks posed to children by technology and the internet, and should understand their role in preventing, identifying, and responding to harm caused by its use. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

All staff must report Online Safety concerns about student to the Designated Safeguarding Lead as with all other safeguarding concerns. When it comes to the safety and well-being of the child, the

response to the risks and harms that children may experience in the online or digital environment should be no different than the offline, face to face world.

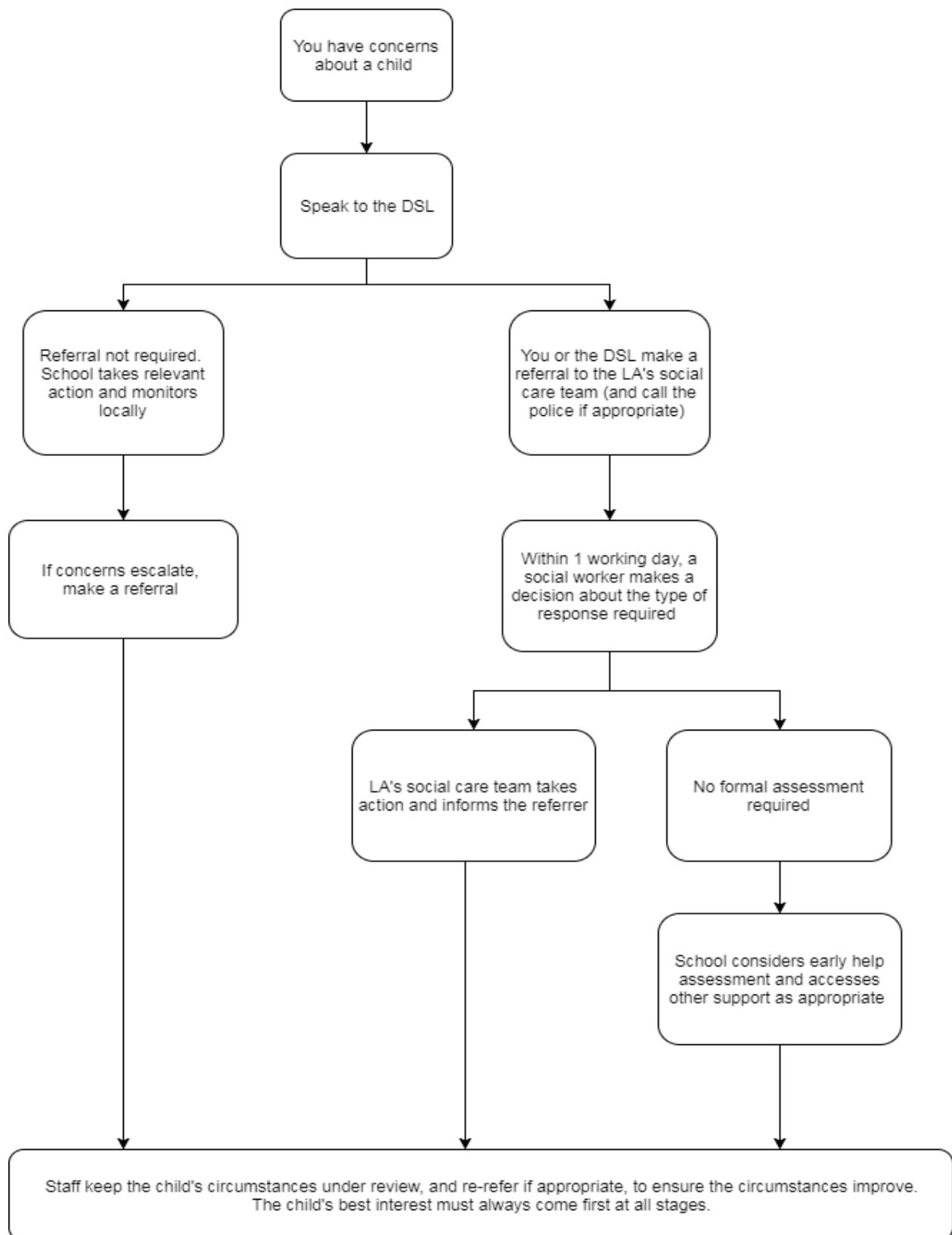
For most children, there is little distinction between the online and face to face interactions as the two environments often intersect with one another in their daily lives. Staff should recognise that children's experience of abuse in the digital environment may be even more pronounced, where the identity of the abuser is unknown and the abuse can continue 24 hours a day, 7 days a week.

There is a separate E-Safety Policy and Cyber Safety Procedures: the school has adopted a whole-school approach to online safety which captures the range and complexity of the risks and of children's experiences of those risks; seeks to mitigate those risks as far as possible without depriving children of the significant benefits provided by technology and the internet; and handles all cases of online harm appropriately and with sensitivity. In particular, this policy sets out the risks posed to children by the internet and technology, the indicators that a child may be at risk of such harm, and the measures taken by the school to mitigate these risks, including student and parent education, staff training, and limiting the risk of harm caused by the School's IT systems (e.g.: appropriate filters). Further to this, it includes reference to the use of mobile technologies, including the management of access to 3G / 4G and 5G through mobile devices.

Our school has established clear and distinct policies to ensure the safety and well-being of our students in the digital age. Our Behaviour & Ant-bullying Policy outlines our expectations for responsible behaviour in both online and offline environments. Alongside this, our Acceptable Use Agreement for staff and students outlines the guidelines and responsibilities for using digital devices and the internet within our setting. In recognition of the prevalent use of personal devices, we have a Mobile Phone and Smart Technology Policy that governs the use of mobile phones whilst on school premises. This policy also highlights how we manage student's access to the internet via 4G or 5G connections.

We are committed to maintaining a safe online environment, and as such, we conduct ongoing risk assessments and regular reviews of our Online Safety and cyber security practices. Our policies and practices are continuously refined to reflect the evolving digital landscape. Through these comprehensive measures, we aim to provide a secure and responsible digital experience for all our students, staff, and volunteers

Safeguarding Flowchart for Ian Mikardo High School



18. Allegations of Abuse Made Against Other Students

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of student hurting other students will be dealt with under our school’s behaviour & Anti-bullying policy however, this Child Protection and Safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put students in the school at risk
- Is violent

Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, Upskirting (‘Upskirting’ 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. It is now a criminal offence in July 2019) or sexually inappropriate pictures or videos (including sexting).

If a Student Makes an Allegation of Abuse Against Another Student:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact children’s Social Care team at the Local Authority and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We Will Minimise the Risk of Child-on-Child Abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing of other students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about appropriate behaviour and consent
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Prejudice and discrimination - behaviours which cause a person to feel powerless, worthless, or excluded originating from prejudices around belonging, identity and equality, for example, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

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

Although a child identifying as LGBTQ+ is not in itself a safeguarding concern, such children may be more vulnerable to forms of child-on-child abuse. This includes children who are perceived to be LGBTQ+ even though they do not identify as such. The school is committed to providing a safe space for LGBTQ+ children to share any concerns they may have and in ensuring an inclusive culture is maintained.

It is a requirement of KCSIE 2023 Part 2 for the school’s Child Protection Policy to detail procedures in place to minimise the risk of Child-on-child Abuse. Our school has implemented a multifaceted approach. This includes clear and communicated behaviour and anti-bullying policy, vigilant supervision during all activities, tailored staff training to identify signs of abuse, and a curriculum that

educates students about healthy relationships and boundaries. Reporting mechanisms are readily available, encouraging students to voice concerns while ensuring appropriate actions are taken swiftly. We are committed on preventing child-on-child abuse and creating a safe and respectful environment for all students to learn and thrive.

It is a requirement of KCSIE 2023 Part 2 for the school's Child Protection Policy to outline how allegations of child-on-child abuse will be recorded, investigated, and dealt with. Allegations of child-on-child abuse are treated with the utmost seriousness at our school. When such allegations arise, they are documented meticulously and promptly in line with established safeguarding procedures. Our experienced safeguarding team alongside SLT will conduct a thorough investigation, ensuring the privacy and well-being of all involved. Appropriate actions are taken based on the investigation's findings, which may include involving external agencies, implementing restorative measures, and providing support for both the victim and the alleged perpetrator. Our commitment lies in upholding the welfare and safety of all students, fostering a secure environment for learning and growth.

It is a requirement of KCSIE 2023 Part 2 for a school's Child Protection Policy to include clear processes how victims, perpetrators and other children affected by child-on-child abuse are supported at the school. All students are referred to the DSL and DMHL in the first instance where concerns are reported of alleged child on child abuse. Our school has established clear and compassionate processes to support all those affected by child-on-child abuse. Victims receive immediate care, with trained staff providing emotional support and involving appropriate authorities. Perpetrators are addressed through a restorative approach, aiming to understand underlying causes and foster accountability. Other children impacted are provided with wellbeing sessions facilitated by our MHWL, open discussions, and age-appropriate resources to ensure their emotional wellbeing. Throughout, confidentiality is maintained, and a culture of respect and empathy is nurtured, ensuring a safe space for healing and growth.

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 Behaviour & Anti-bullying Policy, in accordance with Keeping Children Safe in Education 2023 and Behaviour in Schools. Advice for Headteacher and School Staff (September 2022).

19. Child on Child Sexual Violence and Sexual Harassment

All staff must be aware that sexual violence and sexual harassment can occur between two children of any age and sex, and it can happen in any environment including schools, the family home as part of intra-familial abuse and via online platforms. It can also occur when a group of children sexually assaulting or sexually harassing a single child or a group of children. The abuse may be perpetrated by a younger child towards an older child because of an imbalance of power caused by factors such as height difference or cognitive ability. As part of school's wider safeguarding culture, staff should maintain an 'it could happen here' approach in regard to child-on-child sexual violence and sexual harassment and understand that children in the school and the local community may be experiencing such forms of child-on-child abuse, including that facilitated by technology, regardless of the number of reports the DSL receives.

Victims should be immediately reassured that they have acted appropriately in reporting the matter and they must not be given the impression that they are creating a problem by making such a report, nor should they be made to feel ashamed.

Reports should be managed in accordance with good practice. Staff should always discuss concerns about sexually harmful behaviour involving students with the DSL. It is important that sexual violence

and sexual harassment are shown to be unacceptable, and not passed off as “banter” or “part of growing up”.

Where an incident between two students takes place away from the school, the school’s safeguarding duties remain the same. The school will take reasonable measure to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, including considering the impact of social media.

Where there is a report of sexual violence, the DSL should make an immediate risk and needs assessment, then keep those assessments under review. This must consider:

The victim, especially their protection and support

The alleged perpetrator

All the other children (and, if appropriate, adult students and Staff) at the school, especially any actions that are appropriate to protect them, engagement with specialist services will then be required

Careful consideration will be given to:

- The wishes of the victim in terms of how they want to proceed
- Any investigation will be progressed and any support that they might need will be offered
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children, for example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there ongoing risks to the victim, other children, adult students, or staff
- Other related issues and wider context

While the facts are being established, the school will remove the alleged perpetrator from any classes shared with the victim and consider how best to keep them at a reasonable distance apart, in the best interests of both children. Careful consideration will be given as to when to inform the alleged perpetrator, and this may be discussed with relevant agencies.

Consideration, with the support of professionals, will be given as to how the matter will be handled. There are four likely routes to be considered when managing a report of sexual violence or sexual harassment:

Managing internally: in some cases of sexual harassment (such as one-off incidents) a school may be allowed to manage the incident internally

Early help: this is particularly useful in addressing non-violent, harmful sexual behaviour and may prevent escalation

Referrals to Children's Social Services: in cases where there has been harm, or there is an immediate risk, a referral should be made to Children's Social Services

Reporting to the Police: in cases where rape, assault by penetration or sexual assault is reported the school will not wait for the outcome of a Police investigation before protecting the victim, perpetrator and other children in the school, the DSL will work closely with the Police to ensure that the School's actions do not jeopardise the Police investigation. If a child is convicted or cautioned, the school will update the risk assessment and consider suitable action through their Behaviour & Anti-bullying policy

It is important to ensure the victim and perpetrator remain protected, especially from bullying or harassment. Where no further action is taken, or a child is found not guilty, the school will continue to support the victim and perpetrator.

The school recognises that in cases where the Police choose to take no further action, the School will continue to engage with specialist support for the victim. It is also acknowledged that, when a child abuses another child, they may themselves have been a victim of abuse and the need to support the alleged perpetrator will be emphasised.

If there are delays in the handling of these issues, the priority will remain the protection of the victim and their ongoing welfare; coupled with that will be a commitment to the safeguarding and support of the alleged perpetrator.

Some situations are statutorily very clear: a child under the age of 13 can never consent to sexual activity (the age of consent is 16); sexual intercourse without consent is rape (as defined in law); creating or sharing sexual images or videos of under 18s is illegal, including children making or sharing these themselves. The school recognises that consent means "freedom and capacity to choose" and this definition is addressed in the School's curriculum when appropriate.

For further information please refer to the schools Harmful Sexual Behaviour.

Useful Link: [South West Grid for Learning](#), a charity that provides support regarding abuse and technology

20. Sexting

Your responsibilities when responding to an incident

- If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a student to share or download it
- If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers

- Say or do anything to blame or shame any young people involved
- You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL

The term 'nudes' is used by children and covers all types of image sharing incidents. Alternative terms used by children include 'dick pics' or 'pics'

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

Incidents may also occur where:

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

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

When handling reports of Youth Produced Sexual Imagery, **staff must be aware that it is illegal for staff to view or share such imagery**. Staff should immediately inform the Designated Safeguarding Lead who will act in accordance with non-statutory guidance, [Sharing Nudes and Semi-Nudes. Advice for Education Settings working with Children and Young People 2020](#).

Useful link: LGFL "**Undressed**" - a website that features a video and song that schools can use to teach young children about the risk of being tricked into getting undressed online.

21. Initial Case Management Review Meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs) What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person’s developmental stage, or are violent
- The imagery involves sexual acts and any student in the imagery is under 13
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)
- If none of the above apply then the DSL, in consultation with the Executive Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children’s social care

22. Further Review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children’s social care, the DSL will conduct a further review. They will hold interviews with the student(s) involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children’s social care and/or the police immediately.

23. Procedural Arrangements

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, immediately (within an hour) do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends, or family
- Complete a record of concern on **MyConcern**
- Seek support for yourself if you are distressed.

Referring to children’s social care

The DSL will make a referral to children’s social care applying the Pan London Guidance if it is believed that a student is suffering or is at risk of suffering significant harm, or the child is considered to be in need, that is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services.

The school’s Safeguarding Lead keeps all records relating to concerns or incidents relating to Child Protection and safeguarding confidentially in the school’s SIMS. This includes the views of students, parents and other professionals known to the student. Confidential information received as hard copy (e.g., Child Protection case studies) is kept in a locked filing cabinet and may be scanned and filed confidentially on SIMS.

Where referrals are made to Children’s Social Care, the designated person will follow guidelines as set out in the procedures. Staff and volunteers are advised on specific Child Protection and safeguarding issues at daily briefing and debriefing meetings, which ensures that concerns are

followed up immediately. This is monitored through weekly Case Management meetings in which all students on roll are discussed.

The DSL will contact CPAL/MASH in the first instance to seek advice and guidance. When the DSL completes a MASH referral form and sends it securely to the Multi-Agency Safeguarding Hub, the referral form will be accurate and sufficiently detailed to enable the MASH Assessment and Intervention Team to make a decision on the level of statutory response required in accordance with the Local Authorities Thresholds Guidance.

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

Escalation Procedures

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will consider following local escalation procedures to ensure their concerns have been addressed and that the child's situation improves. In accordance with the Tower Hamlets Threshold Guidance (Appendix D) the DSL will first make contact with the Team Manager followed by the Service Manager followed by the Divisional Director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference. It is important that the DSL at each point of escalation puts the concerns in writing.

Early Help Assessment

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

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

All staff need to recognise that all children may benefit from an Early Help Assessment at any point in their childhood, but some children may benefit from Early Help more than others.

The DSL will contact the LBTH Early Help Hub for support and advice if required:

LBTH Early Help Hub:
0207 364 5006 (option 2)

Alternatively, the DSL will complete an Early Help Enquiry form which can be accessed via <https://bit.ly/2AA2WNy>

24. Safer Recruitment

The school practices safer recruitment to ensure that individuals who may present a risk to children do not work in our school. We also distinguish between individuals who may present a risk to children and others who have a complex history but do not present a risk to children; rehabilitation is a foundation of the school's ethos. If appropriate, we seek an enhanced DBS with barred list check, and work with the Local Authority and the school's HR Advisor to assess and mitigate any risks. The Local Governing Board is mindful that the School Staffing (England) Regulations 2009 require it to ensure that at least one person on any appointment panel has undertaken safer recruitment training.

Volunteers who have not been DBS checked work in the school only when supervised by a permanent member of staff.

All staff must have a valid DBS when working at IMHS, if under exceptional circumstances a member of staff is found to have a DBS that is more than 3 years old or the appointment of the new staff is necessary to allow the service provision to continue, they will be asked to complete a DBS check immediately and a risk assessment will be carried out in order to determine if the member of staff will be able to work/continue their duties under the full supervision of a permanent member of staff until a new DBS has been obtained.

DBS Disclosures with Information

When a DBS check is returned positive, the Headteacher or Deputy Head will discuss the circumstances with the individual and complete a Positive DBS risk assessment and seek advice from the CEO and HR before reaching a decision on whether to proceed with the appointment.

Because the school is part of a Multi-Academy Trust (MAT) the chair of trustees must provide the Clerk to the Trustees with details of an enhanced DBS certificate. It is considered good practice for details to be provided to the DSL and for this information to be recorded on the Single Central Record.

For more information regarding Safer recruitment please refer to the school's policy 'Safer Recruitment, Retention and the Single Central Record Policy'.

25. Reporting of Allegations Against Staff & Concerns That Do Not Meet the Harm Threshold

Allegations of harm may indicate that a person who works with children might pose a risk of harm to children if they continue in that role. When an allegation is made against a member of staff including supply staff and volunteers, the school's Managing Allegations Procedures should be followed, and all action taken needs to be in line with KCSIE 2023 Part 4 and the THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – September 2023.

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

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

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

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

An allegation relating to Child Protection against a member of staff may require the member of staff to be suspended. This is a neutral procedure designed to protect both the student(s) involved and the

member of staff. We also ensure that relevant social workers are informed as well as parents or carers. We then follow Tower Hamlets' safeguarding procedure, in addition to the Pan-London Threshold due to a number of our students residing in several different localities across London and the south east.

When an allegation is made against a supply member of staff, the Headteacher will be the Case Manager and take the lead in contacting the LADO.

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

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

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

26. When a Student is Thought to be at Risk From Other Students

If we believe that a student is being abused by another student or other students within the school, we take immediate measures to separate the students and to ensure their safety. We then involve the Tower Hamlets' MASH team and follow their procedures. This may involve working with a student offsite as an interim measure.

27. When a Student is Thought to be at Risk Outside the School

If we believe that a student is at risk, or has suffered harm, outside school, or is at risk of sexual exploitation, extremist grooming or becoming involved in gang activity, we first discuss the circumstances with Tower Hamlets' MASH team. We then discuss the matter with the parents or carers.

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

Should the school have a concern about FGM, it will follow the practice advised in the Government's *Multi-Agency Practice Guidelines Updated 30th July 2020, Female Genital Mutilation*. Section 5B of the *Female Genital Mutilation Act 2003* (as inserted by Section 74 of the *Serious Crime Act 2015*) places a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18.

28. Children Absent From Education & Children Missing Education

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

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

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm or is in immediate danger.

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

The schools Attendance & Welfare Coordinator is: Hazera Begum.

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

For further information please refer to the school Attendance and Exclusion Policy.

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

In England and Wales, the practice of Forced Marriage is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law,

this applies to non-binding, unofficial 'marriages' as well as legal marriages. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fcdo.gov.uk. Forced Marriage Unit's Statutory Guidance and Multi Agency Guidelines [The Right to Choose](#) Updated June 2022

Virginity Testing and Hymenoplasty

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

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

In response to any reports of a child/young person being subject to or at risk of virginity testing or hymenoplasty, the DSL will take action in accordance with the government's non-statutory guidance [Virginity testing and hymenoplasty: multi-agency guidance](#) (July 2022).

29. Private Fostering

The school has a duty to refer any children who are living in a private fostering arrangement to the local authority. We will do this through a MASH referral. It is important that parents/carers inform us if a child is going to be staying at an alternative address to that of their primary caregivers for more than 28 days. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Staff should be vigilant about children who are in private fostering arrangements and report concerns to the DSL where the Local Authority will check the arrangement is suitable and safe for the child in accordance with the [Private Fostering statutory guidance](#).

30. Elective Home Education

The school recognises that parents have a legal right to electively home educate their child at home; however, it is expected that the parents' decision to do this is made with their child's best education and best interests at its heart.

Staff should be aware that even though most home educated children have a positive experience, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

When a parent informs the Headteacher of their intention to electively home educate their child, the school will convene and coordinate a meeting between the LA, relevant school staff, parents and all key professionals currently working with the child and family.

In accordance with LBTH Policy and government guidance 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 SEND children.

31. Looked After Children and Previous Looked After Children

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

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

The 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 designated teacher will work with the Virtual School to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan.

The Designated Teacher and the Welfare Team work very closely with the Virtual School Headteacher in order to safeguard and promote the educational outcomes of Looked after Children and Care Leavers.

The school's Designated Safeguarding Lead works 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 has built good relationships the Virtual Schools in all local authorities and 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.

32. Children and the Court System

All staff members are aware of Children and the court system as referred to in, KCSIE part 1 which reports that Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#).

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

All members of the Welfare team have extensive training with supporting students and their families through this process under close supervision of the DSL.

33. Children with Family Members in Prison

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

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

Staff at IMHS have a good understanding of the impact that this can have on the family and will work closely with the professional network in order to support the family. The school has dedicated members of staff within the welfare team who reach out to families at home in order to understand their needs, working closely with them to build partnerships based on trust, understand, and respect the child's wishes including the sharing of information. If other students become aware the school will be vigilant to potential bullying or harassment.

34. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and Deputies) work in collaboration with members of the Welfare Team and are fully aware of contact details and referral routes into the Local Housing Authority to which the students resides in, in order to raise/progress concerns at the earliest opportunity. All members of the Welfare Team have up to date knowledge and specialist training in order to support students and their families and are able to pick up on early indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and or discussions with the Local Housing Authority are often carried out by members of the Welfare Team and progressed as appropriate, and in accordance with local procedures, this does not replace a referral into children's social care, where a child has been harmed or is at risk of harm. If a member of the Welfare Team identifies a student to be or likely to be at risk of harm the DSL will be notified immediately, and a MASH referral will be made to the LA to which the student resides in.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. The school recognises in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. In cases such as these children's services will be the lead agency and the designated safeguarding lead (or a deputy) will ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/ or require accommodation: [here](#) Local authority children's social care will be the lead agency for these children and should be contacted in the first instance. For general enquiries about support for young people who might be at risk of or experiencing homelessness in the borough, please contact Tower Hamlets Housing Options: Host@towerhamlets.gov.uk

35. Young Carers

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

- A long-term illness or condition
- A physical or learning disability
- A substance misuse problem

- A mental health problem

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

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

Young carers are 'children who help look after a member of the family who is sick, disabled or has mental health problems, or is misusing drugs or alcohol. (From www.barnardos.org.uk) Many bilingual children also have interpreting responsibilities for monolingual parents and carers with health issues – attending appointments at the hospital, for example. Support can be offered to young carers through Early Help and EHA procedures in addition to, support provide by the school's Welfare Team
The DSL will follow the LBTH guidance for schools, 'Young Carers in School: A guide for education practitioners to identify and support young carers in schools' (January 2023) and refer to the Young Carers program accordingly: Young.Carers@towerhamlets.gov.uk or to **Young Carers** in the borough to which the student resides in.

36. Voice of the Child

All those with a responsibility to safeguard children need to recognise that it takes great courage for a child to share a concern and speak up about any form of abuse especially child sexual abuse. There are many reasons why children are not able to articulate what they are experiencing. Children may feel embarrassed, humiliated, or are currently being threatened by the perpetrator of abuse. Also, children may not feel ready or know how to tell a trusted adult that they are being abused, exploited, or neglected. They may not even realise that their experiences are harmful.

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

Staff need to be aware of and promote the systems in place at the school which enable children to share their concerns and report abuse confidently. Children need to be assured that their concerns will be taken seriously by staff and action will be taken to safeguard and protect them. It is also important that staff determine how best to build safe and trusted relationships with children and young people which facilitates communication and the sharing of concerns. In alignment with the guidance of KCSIE 2023, our school has established comprehensive systems to support mental health and well-being for our students, overseen by our dedicated mental health and well-being team to ensure that every student's voice is heard.

The Mental Health and Wellbeing Team

The mental health and wellbeing team work in conjunction with the Welfare Team in order to develop and maintain positive working relationships with students and their families and carrying out home visits to our most vulnerable students.

The purpose of the role is to supervise and provide emotional support to students, ensuring their safety and access to learning activities are accessible.

The team's goal is to create a holistic whole school approach to meeting students' Social, Emotional, and Mental Health needs and enabling positive progress. The mentoring team collaborates with teachers, other support staff, families, and outside agencies such as Speech and Language

Therapists CAMHS, the Safer Schools Police Officers, Tower Hamlets Education Well-being Services as well as discussing cases with the school's Educational Psychologist for additional advice on how to best support the students mental health and wellbeing.

All staff are clear that only appropriately trained professionals should attempt to make a diagnosis of a mental health difficulty.

All non-safeguarding quires relating to the emotional mental health and wellbeing of a student should be directed to the Designated Mental Health Lead – **Jason Levine**

37. Confidentiality

Staff should never assume a colleague or another professional will take safeguarding action through the sharing of information that might be critical in keeping children safe.

Staff should be mindful that early information sharing is vital for effective identification, assessment, and allocation of appropriate service provision. Serious Case Reviews have highlighted failures in safeguarding systems in which people did not share information at the earliest opportunity or did not share at all. If in any doubt about sharing information, staff should speak to their Designated Safeguarding Lead or a Deputy.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

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

Any member of staff can contact children's social care if they are concerned about a child but should inform the DSL as soon as possible that they have done so. The school accepts a general duty of confidentiality to keep personal information about an individual confidential.

There may be circumstances where it is necessary and appropriate to share personal and confidential information with other staff, professionals or individuals who need to know. Wherever possible, disclosure of personal information should take place with the consent of the subject.

KCSIE 22 says that 'information sharing is vital in identifying and tackling all forms of abuse'. The school aims to work alongside associated professionals from a range of disciplines including social care, health and so on to ensure the safety and wellbeing of the children in its care, and information is normally shared with these agencies with the consent of the person identified in or by the information.

We presuppose that the adult with the authority to make a decision about the disclosure of a child's information is their parent or legal guardian. In some circumstances, where a child or vulnerable person has suffered or is at risk of suffering significant harm, the school may legally share information with other services without the consent of the relevant individual.

Records and processing of information relating to Child Protection and Safeguarding will be kept secure so that confidentiality is protected in line with General Data Protection Regulation (GDPR) and the Data Protection Act 2018. For further guidance, see the school's **Data Protection, Security and Social Media policy**.

Information sharing decisions will be recorded, whether or not the decision to share has been taken. Child protection information will be stored securely separate from the students' school file. Child protection information is stored and handled in line with the school's Retention and Destruction Policy. Where safeguarding information is stored electronically and online, the school has cybersecurity

measures in place, which meets the Department for Education's Cybersecurity Standards, to ensure the data is safe and not vulnerable to evolving cyber-crime.

38. Relationship with the Multi-Agency Safeguarding Hub

The school is keen to promote and maintain a sound working relationship with the MASH Team in each local authority in line with [Working Together to Safeguard Children 2018 \(updated 2022\)](#). The school acknowledges the important role of these professionals in ensuring that students are safe and that proper practice is involved. The Multi-Agency Safeguarding Hub (MASH) Teams contact number for LBTH is: 020 7364 3444 / 5601 / 5606

Child Protection Advice Line:
020 7364 3444

39. Transport

Taxis used to transport students to and from school are arranged by the Local Authority relevant to each student, meet Child Protection considerations and are in keeping with Tower Hamlets Borough Council's *Transport Services Providers' Guide*. All taxi drivers who transport young people to and from the school are DBS checked. If, following a risk assessment, a young person is unable to travel alone in a taxi we ensure that they are supported by an appropriate adult, either in a taxi or on public transport.

40. Training

The school supports and facilitates appropriate child protection and safeguarding training for all staff including whistle blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities to identify signs of a child at risk, whether of being drawn into extremism, sexual exploitation, gang activity or any other risk such as physical abuse or neglect. This training will be regularly updated and will be in line with advice from the three safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent. Training on recognising and responding to the risk of Violent Extremism and the role of professionals is available for school staff and other professionals from the Prevent Project Manager, Simon Smith (simon.smith@towerhamlets.gov.uk; Tel: 020 7 364 4691) or the Prevent Education Officer: Eleanor Knight Eleanor - Knight@towerhamlets.gov.uk

In LBTH all Prevent referrals related to children should be made through the Multi Agency Safeguarding Hub.

This includes the attendance of the designated person at appropriate Child Protection training, and the involvement of all staff in the three yearly cycle of training on Child Protection. Staff receive training on internet safety and other safeguarding issues as is appropriate. Training is delivered through targeted sessions for all teaching and welfare staff, and at the daily briefing and debriefing sessions when members of the SLT regularly refresh staff's awareness and understanding of the school's safeguarding responsibilities and practice. This is also covered at the inductions delivered individually to new members of staff, in addition to this all staff must complete the following training courses via [The Key](#) twice a year as follows:

- Online Safety
- Child on Child Abuse
- Anti-bullying

- Safeguarding and Child Protection: the essentials
- Prevent
- Cyber Safety

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

In cases where staff members miss training sessions, we provide alternative opportunities to catch up and stay informed. Our induction process for new staff, including agency staff and volunteers, includes dedicated safeguarding components to familiarise them with our policies, procedures, and best practices.

To keep our staff up to date with the latest developments, we regularly provide safeguarding updates and bulletins. It is essential for staff to proactively engage in these updates, ensuring they remain well-informed about any changes or emerging concerns. Safeguarding policies and the content of Keeping Children Safe in Education (KCSIE 2023) Part 1 are effectively communicated to all staff members. We encourage an environment of continuous learning, where staff actively seek out updates and strive to maintain their knowledge current.

Measuring learning outcomes is integral to our commitment to safeguarding. We assess staff members' understanding through evaluations, quizzes, and scenario-based assessments. By regularly gauging learning outcomes, we ensure that our staff's safeguarding knowledge is robust, enabling them to effectively contribute to the safety and well-being of our students in their daily roles.

41. The DSL and Deputies

The DSL and Deputies will undertake child protection and safeguarding training at least every 2 years. In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments in addition to undertaking Prevent awareness training). They will also take lead responsibility in the referral of all cases of suspected abuse to the Local Authority Children's social Care, through the early help gateway or the Local Authority Designated Officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed.

- Following recommendations made in the Child Q safeguarding practice review, KCSIE 2023 now makes it a statutory requirement for DSL's to liaise with the Headteacher regarding safeguarding issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations
- Act as a source of support, advice, and expertise to staff members on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Understand the assessment process for providing early help and intervention

Transfer of Child Protection to a New Education Placement

The DSL is responsible for ensuring that child protection files are transferred over securely to the new school or college as soon as possible or within 5 days of, "in year transfers" or within the first 5 days of the start of a new term.

Appropriate adult' role

DSL's and deputies in their absence must fully understand what the 'appropriate adult' role entails and should be aware of PACE Code C requirements.

42. Governors

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

In accordance with the statutory requirement for a named member of the Governing Body to take leadership responsibility for safeguarding at the school the Safeguarding Link Governor is Helal Ahmed.

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

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

Governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. As the Designated Safeguarding Governor and Chair may be required to act as the 'Case Manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

Governors and trustees play a key role in ensuring that educational settings are safe places of employment and for children and young people to thrive and learn.

All those in a governance role, not just the named governor or trustee, have a duty to ensure safeguarding arrangements are robust. KCSIE 2023 recognises the importance of this collective role and for the first time makes the expectation for them to undertake suitable training explicit. As such, a statutory requirement has been introduced to ensure that training is undertaken by all in a governance role as part of their induction process together with ongoing training.

In addition, KCSIE 2023 places additional statutory expectations on governance which include an awareness of obligations under:

- The Human Rights Act 1998;
- The Equality Act 2010, (including the Public Sector Equality Duty).

The subsequent paragraphs (p83-93) detail the specific components of these laws which should be Understood by all those in a governance role and also places a statutory duty for governors and trustees to be aware of their local area multi-agency safeguarding arrangements.

43. Recruitment – Interview/Appointment Panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education’s statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

44. Staff Who Have Contact with Student’s and Families

All staff who have contact with children and families will have supervisions and Line Management meetings which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

45. Visitors and the Use of the School Premises/Facilities

The vigilance that the school applies to safeguarding and safeguarding procedures is a fundamental part of the school’s ethos and must be practiced by external groups who use the school’s premises and facilities, visiting professionals who work in the school in a paid or voluntary capacity, and any other visitors. It is the responsibility of the staff member who sets up the visit, or the use of the school by an external group, to ensure that visitors do not compromise the school’s ethos or practice.

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.

Approved Visitor (External Agency)

The school will hold data for approved visitors who frequently visit the school site to undertake work within the school (including contractors, supply staff and health professionals). To qualify as an approved visitor you must have demonstrated, prior to the visit that:

- They have a current clear enhanced DBS check and a copy of this has been registered on the Schools Central Record and a current clear DBS children’s barred check has been undertaken.
- Approved Visitors MUST follow the same procedures on entry to the premises (i.e., come to reception and receive a visitor’s badge having been entered onto the visitors register). A list of such approved visitors is kept by the Office Manager responsible for HR and the Single Central Record.

Unknown/Uninvited Visitors to the School

Any visitors that attends the school building who is not wearing a visitor badge should be challenged politely in relation to who they are and their business on the school site. They should then be reminded of the school procedure and escorted to reception to be issued with a visitor badge if approved. The procedures under “Visitors to the School” above will then apply. In the event that the visitor refuses to comply, they should be asked to leave the site immediately and a member of the SLT informed.

The SLT member will consider the situation and decide if it is necessary to inform the police. If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to leave the school grounds, police assistance will be called for. Under the Summary Offences Act, the Headteacher reserves the right, and has the authority to prohibit any potential visitor from entering or remaining within the school.

For more information regarding visitors please refer to the school's Visitor's policy.

46. Extended School and Off-Site Arrangements

Our school does not currently provide extended school services however for the purposes of future developments the school will ensure that extended school activities will undergo a rigorous risk assessment process to prioritise the safety and well-being of our students in the same way that the school currently manages our offsite arrangements. This includes a meticulous evaluation of potential hazards and necessary precautions. Our school places emphasis on maintaining effective safeguarding arrangements, even when our students are engaged in off-site activities such as day and residential visits, as well as work-related endeavours. Prior to any off-site activity, a meticulous risk assessment is conducted to identify potential hazards and establish necessary precautions. Our dedicated staff ensure that students are accompanied and are appropriately supervised who adhere to our stringent Child Protection Policy and safeguarding procedures.

Where services or activities are provided separately by another organisation outside of normal school hours, the school will seek assurance that the organisation has effective safeguarding policies and procedures in place. This applies regardless of whether or not the children/young people who attend any of these services or activities are students on our school roll.

The safeguarding standards expected of these external organisations, when they are not currently regulated, are set out in the Department for Education's Keeping Children Safe during community activities, after school-clubs and tuition: non-statutory guidance for providers running out-of-school activities (April 2022). 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.

Please refer to Provider Access policy for more information.

47. Monitoring

The policies, arrangements and practice of Child Protection and safeguarding procedures will be monitored by the Designated Safeguarding Lead, with advice and support from the Executive Headteacher, the Trust Safeguarding and Compliance Reporting Lead, any Governor/Trustee with responsibility for safeguarding, and the Attendance and Welfare Officers. This policy will be reviewed annually, or more frequently if national or local guidance changes.