



THOMAS BUXTON PRIMARY SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY 2025

To be reviewed: September 2026



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In red font: Reference to Appendices

In green font: Changes to the policy in line with Keeping Children Safe in Education 2025

Highlighted: Any other non-statutory changes to the policy



Our Vision and Values

"We respect each other
and we are a caring,
sharing school."

Thomas Buxton pupil

Our School Vision

Our community prepares
our children for a
future that they will create.



create



Our School Values

CREATE

Contribute We can all make this an exciting
place to learn, discover and create.

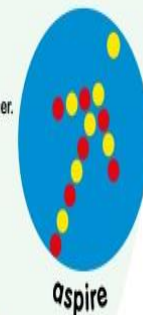
Respect Treat everyone in our school equally,
in everything we say and do.

Enjoy Celebrate our love of learning and
recognise effort and achievement.

Aspire Aim high to ensure that everyone fulfils
their potential.

Teamwork Our collective culture ensures
children, families and staff work and learn together.

Enquire Ask questions, take risks, nurture
curiosity and make discoveries.



Introduction

This policy has been developed to ensure that all adults in Thomas Buxton Primary School are working together to safeguard and promote the welfare of children and young people. It describes the management systems and arrangements in place to create and maintain a safe learning environment for all our children, young people and staff. The policy identifies actions that should be taken to redress any concerns about child safety and welfare including protecting pupils and staff from extremist views. All opinions or behaviours which are contrary to the values and the ethos of the school will be vigorously challenged.

As a UNCRC Rights Respecting School, Thomas Buxton Primary School promotes the United Nations Convention on the rights of the Child (UNCRC). All articles are of equal importance but for this policy we prioritise:

UNCRC Article 12: Children have the right to be looked after, kept safe from harm and know what to do if they need support.

For the safeguarding procedures to work, it relies on the commitment and expertise of every adult within school to be able to recognise or report concerns. Therefore, we aim to have a school where:

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

The school aims to develop an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and listen.

This Policy sits alongside several other policies which include reference to Safeguarding practices (Staff Safer Care and Code of Conduct, Recruitment Policy, Allegations against staff, Complaints Policy, Visitor Policy as well as the Behaviour policy). The policy will be reviewed annually or sooner if there are significant changes to guidance.

This Safeguarding Policy is available on the school website, the shared 'Teacher' drive and in the School Office. The policy will be reviewed at least annually unless an incident, new legislation or guidance calls for the need for a review.

Procedures within this policy apply to all staff, volunteers, visitors and governors. All procedures have been written in accordance with Keeping Children Safe in Education 2025 and Tower Hamlets Safeguarding Children Partnership supplementary guidance (THSCP) on Child Protection Procedures and the Management of Allegations.



Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan

		identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
[Academies] MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools.
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.

PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENDCo	Special Educational Needs and Disabilities Coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

1. CORE SAFEGUARDING PRINCIPLES

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

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

2. PURPOSE OF POLICY

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

3. SAFEGUARDING LEGISLATION AND GUIDANCE

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

Legislation

- ☐ Section 175 of the Education Act 2002 (Local maintained schools only)
- ☐ Section 157 of the Education Act 2002 (Independent schools only, including academies and Free Schools)
- ☐ The Education (Independent School Standards) Regulations 2014 (Independent schools only, including academies and Free Schools)
- ☐ 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)
- ☐ Human Rights Act 1998
- ☐ The Equality Act 2010
- ☐ Data Protection Act 2018 and the GDPR
- ☐ The Safeguarding Vulnerable Groups Act 2006
- ☐ Working Together to Safeguard Children 2023 (HM Government December 2023, [Updated 12th June 2025](#))
- ☐ Keeping Children Safe in Education 2025 ([Department for Education, 1st September 2025](#))
- ☐ What to do if you're worried a child is being abused 2015 (Department for Education, March 2015)
- ☐ Early Years Foundation Stage Statutory Framework (4th January 2024)

- ☐ The Equality Act 2010 and schools: Department advice for school leaders, school staff, governing bodies and local authorities (May 2014)
- ☐ The Teacher Standards 2012
- ☐ Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- ☐ Counter-Terrorism and Security Act 2015
- ☐ The UK General Data Protection Regulation (UK GDPR)
- ☐ **[Schools providing education to pupils under the age of eight only]** The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- ☐ Voyeurism (Offences) Act 2019
- ☐ Domestic Abuse Act 2021

Statutory guidance

- ☐ DfE (2015) 'The Prevent duty'
- ☐ DfE (2018) 'Working Together to Safeguard Children'
- ☐ DfE (2018) 'Disqualification under the Childcare Act 2006'
- ☐ DfE (2022) 'Keeping children safe in education 2025'
- ☐ HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- ☐ HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- ☐ Home Office and Foreign, Commonwealth and Development Office (2022) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- ☐ DfE (2015) 'What to do if you're worried a child is being abused'
- ☐ DfE (2017) 'Child sexual exploitation'
- ☐ DfE (2018) 'Information sharing'
- ☐ DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- ☐ DfE (2021) 'Teachers' Standards'
- ☐ DfE (2022) 'Recruit teachers from overseas'

4. **PAN LONDON & TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP SUPPLEMENTARY SAFEGUARDING GUIDANCE**

The following Pan-London and THSCP safeguarding guidance has informed the content of this policy:

- ☐ London Child Protection Procedures revised 7th Edition (London Safeguarding Children Board, **31st March 2025**)
- ☐ Tower Hamlets Safeguarding Children Partnership Levels of Need Guidance (September 2023)
- ☐ Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures - **September 2025**
- ☐ Tower Hamlets SCP LADO Procedures and Flowchart re Allegations made against staff working in the children's workforce - Information about reporting and managing allegations
- ☐ Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff – **September 2025**
- ☐ Tower Hamlets SCP Multi-Agency Escalation and Resolution Policy

5. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

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

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

The school is committed to engaging with the THSCP multi-agency safeguarding training offer and the borough's Designated Safeguarding Leads Forums, participating in THSCP/LA's Section 175/157 School Safeguarding Audit Cycles, providing key information about children relevant to keeping children safe, and participating fully in the Rapid Review process and Child Safeguarding Practice Reviews, and supporting the agreed safeguarding priority areas for 2025-2027, which are Think Family and Adolescent Safeguarding.¹

6. LOCAL AUTHORITY STRATEGY

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

- TH: Is Accelerate: The Tower Hamlets Children and Families Partnership Strategy 2024-2029
- Tower Hamlets Special Educational Needs, Disabilities and Inclusion Strategy 2024-2029
- Tower Hamlets Early Help Strategy 2023-25: Leaving No Families Behind: Supporting Access for All
- VAWG and Women's Safety Strategy 2024-2029
- Tower Hamlets Serious Violence and Exploitation Strategy

7. KEY DEFINITIONS

- ☐ 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

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

- 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.

The terms “**children**” and “**child**” refer to anyone 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.

8. ROLES AND RESPONSIBILITIES

The Governing Board has 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.

Role	Name	Contact details	Training
Designated Safeguarding Lead Assistant Headteacher	Amelia Chau	02072473816 achau@thomasbuxton.towerhamlets.sch.uk	15.10.2023
Deputy Designated Safeguarding Lead Headteacher	Lorraine Flanagan	020 7247 3816 head@thomasbuxton.towerhamlets.sch.uk	17.10.2023
Deputy Designated Safeguarding Lead Deputy Head	Claire Redpath	020 7247 3816 credpath@thomasbuxton.towerhamlets.sch.uk	22.02.2024
Deputy Designated Safeguarding Lead SENDCo	Emma Rogers	02072473816 erogers@thomasbuxton.towerhamlets.sch.uk	30.10.2025
Deputy Designated Safeguarding Lead UKS2 Phase Lead (Maternity Leave)	Sophie Robertson	02072473816 srobertson@thomasbuxton.towerhamlets.sch.uk	17.10.2024
Deputy Designated Safeguarding Lead LKS2 Phase Lead	Stephanie Kho	02072473816 skho@thomasbuxton.towerhamlets.sch.uk	03.10.2023
Deputy Designated Safeguarding Lead KS1 Phase Lead	John Roberts	02072473816 jroberts@thomasbuxton.towerhamlets.sch.uk	03.10.2023
Deputy Designated Safeguarding Lead Early Years Lead	Fiona Measures	02072473816 fmeasures@thomasbuxton.towerhamlets.sch.uk	26.01.2025
Deputy Designated Safeguarding Lead Acting UKS2 Phase Lead	Allysha Jandu	02072473816 ajandu@thomasbuxton.towerhamlets.sch.uk	25.04.2024
Safeguarding Link Governor	Aminul Hoque	02072473816 admin@thomasbuxton.towerhamlets.sch.uk	12.01.2023
Chair of Governors	Purvez Qureshi	02072473816 admin@thomasbuxton.towerhamlets.sch.uk	12.01.2023

In accordance with the statutory requirement the named member of the Governing Board who takes leadership responsibility for safeguarding at the school is Mr Aminul Hoque and they are referred to as the Safeguarding Link Governor.

The Head Teacher 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.

During school out of hours, school closures and school holidays, safeguarding queries must be directed to the Child Protection Advice Line 0207 364 3444/ 5601/ 5606.

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

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

All staff should recognise that as frontline workers they are in 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. This should be done via CPOMS without delay. For those without access to CPOMS, then making contact with the DSL or Deputy DSLs should be done immediately. (See Appendix 3 for Thomas Buxton Safeguarding Flowcharts and Safeguarding Teams)

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

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

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

If in doubt about any safeguarding matter, staff should **always** speak to the DSL or a DDSL if the DSL is unavailable or off-site.

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.

All staff have a responsibility to:

- ☐ Consider, at all times, what is in the best interests of the pupil.
- ☐ Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- ☐ Provide a safe environment in which pupils can learn.
- ☐ Be prepared to identify pupils who may benefit from Early Help.

- ☐ Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- ☐ Be aware of the role and identity of the DSL and deputy DSLs.
- ☐ Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- ☐ Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- ☐ Be aware of the local early help process and understand their role in it.
- ☐ Be aware of, and understand, the process for making referrals to CSC, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- ☐ Make a referral to CSC and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- ☐ Support social workers in making decisions about individual children, in collaboration with the DSL.
- ☐ Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- ☐ Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- ☐ Maintain appropriate levels of confidentiality when dealing with individual cases.
- ☐ Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- ☐ Speak to the DSL if they are unsure about how to handle safeguarding matters.
- ☐ Be aware of safeguarding issues that can put pupils at risk of harm.
- ☐ Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

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

If any member of staff is concerned about a child, they must inform one of the Designated Safeguarding Leads (listed above). The DSLs are most likely to have the complete safeguarding picture and be the most appropriate people to advise on the response to safeguarding concerns' (KCSIE25).

- Information regarding concerns must be recorded immediately on the school CPOMS system and referred to the Designated Safeguarding Lead (DSL) or a DDSL Deputy Designated Safeguarding Lead (DDSL)
- The concern must be recorded immediately on the same day using the CPOMS online recording system. The recording must be a clear, precise, factual account of the observation.
- The designated officer to whom the report has been directed will abide by the guidance of the Local Safeguarding Children Board and may refer the matter to the Multi-Agency Safeguarding Hub (MASH) in Tower Hamlets Children's Social Care. The DSL must be briefed before a referral is made. In some circumstances, parents may be notified, but staff should not notify parents in advance if there is any risk of:
 - (a) further endangering the child or children involved;
 - (b) compromising the integrity of any evidence which may later be used in court,
 - (c) causing any alleged perpetrator of child abuse to be protected from investigation.
- Only Designated Safeguarding Leads should make decisions about when to share Child Protection issues to parents and other staff must assume that information about Child Protection issues is strictly confidential, and act accordingly.
- If a referral is made to MASH, the Designated Safeguarding Lead will ensure that a written report of the concerns is sent to the social worker dealing with the case within the time specified

by MAST (as identified – high, medium or low risk cases).

- Particular attention is paid to the attendance and development of any child who has been identified as 'at risk' or who has been made subject to a Child Protection Plan.
- If a pupil about whom safeguarding concerns have been raised changes school, one of the designated officers will inform the social worker responsible for the case (if there is one), transfer the appropriate records to the receiving school, and provide specific information relating to support and wellbeing where appropriate.
- Staff who have ongoing concerns about 'poor or unsafe practice and potential failures in the school's safeguarding regime' should follow the protocols described in the school's Whistleblowing Policy. There is also an NSPCC Whistleblowing helpline, available at 0800 028 0285 or by email at help@nspcc.co.uk.
- If in doubt about any safeguarding matter, staff should always speak to the DSL or any member of the Senior Leadership Team.
- All staff are expected to keep safeguarding values at the core of their daily conduct. The best interests of the child should determine their decision making, behaviour and any action taken.

The governing board has a duty to:

- ☐ Take strategic leadership responsibility for the school's safeguarding arrangements.
- ☐ Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- ☐ Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- ☐ Guarantee that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)'.
- ☐ Confirm that the school's safeguarding arrangements consider the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- ☐ Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- ☐ Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- ☐ Ensure that staff working directly with children read at least Part one of KCSIE 2024.
- ☐ Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE 2024. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- ☐ Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- ☐ Ensure a senior leader takes leadership responsibility for safeguarding arrangements.
- ☐ Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- ☐ Appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- ☐ Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- ☐ Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- ☐ Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- ☐ Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- ☐ Ensure that a member of the governing board is nominated to liaise with the LA and/or

partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.

- ☐ Guarantee that there are effective and appropriate policies and procedures in place.
- ☐ Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- ☐ Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- ☐ Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- ☐ Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- ☐ Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- ☐ Guarantee that volunteers are appropriately supervised.
- ☐ Make sure that at least one person on any appointment panel has undertaken Safer Recruitment training.
- ☐ Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- ☐ Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- ☐ Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- ☐ Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- ☐ Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- ☐ Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- ☐ Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- ☐ Guarantee that there are systems in place for pupils to express their views and give feedback.
- ☐ Establish an Early Help procedure and ensure all staff understand the procedure and their role in it.
- ☐ Appoint a Designated Teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- ☐ Ensure that the Designated Teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- ☐ Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- ☐ Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- ☐ Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- ☐ Ensure that all members of the governing board have been subject to an enhanced DBS check.
- ☐ Create a culture where staff are confident to challenge senior leaders over any

safeguarding concerns.

- ☐ Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi- agency safeguarding arrangements.

The Headteacher has a responsibility to:

- ☐ Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- ☐ Provide staff with the appropriate policies and information upon induction.

The DSL has a duty to:

- ☐ Take lead responsibility for safeguarding and child protection, including online safety.
- ☐ Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- ☐ Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- ☐ Contribute to the assessment of children, and/or support other staff to do so.
- ☐ During term time, be available during school hours for staff to discuss any safeguarding concerns.
- ☐ Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- ☐ Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- ☐ Act as a source of support, advice and expertise for all staff.
- ☐ Act as a point of contact with the safeguarding partners.
- ☐ Liaise with the Headteacher to inform them of issues, especially regarding ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- ☐ Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- ☐ Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- ☐ Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- ☐ Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- ☐ Liaise with the Senior Mental Health Lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- ☐ Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- ☐ Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
 - Ensuring that the school knows which pupils have or had a social worker.
 - Understanding the academic progress and attainment of these pupils.
 - Maintaining a culture of high aspirations for these pupils.
 - Supporting teachers to provide additional academic support or reasonable

adjustments to help these pupils reach their potential.

- Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- ☐ Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
 - ☐ Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
 - ☐ Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
 - ☐ Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
 - ☐ Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
 - ☐ Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
 - ☐ Undergo training and update this training at least every two years.
 - ☐ Obtain access to resources and attend any relevant or refresher training courses.
 - ☐ Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
 - ☐ Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
 - ☐ Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
 - ☐ Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
 - ☐ Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The Designated Teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

9. WHISTLEBLOWING

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

Staff must read the Whistleblowing Policy as part of Induction and the annual instruction to read updated safeguarding documents. Staff should follow the school's Whistleblowing Policy.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, they should consider other channels available to employees as set out in [Government's guidance on whistleblowing](#). To raise whistleblowing concerns externally school staff are advised to report to the Prescribed Bodies in the Government's List of Prescribed Bodies and Persons,

which includes for safeguarding related concerns the NSPCC: Whistleblowing Advice Line 0800 028 0285 which is free & anonymous, more information can be found at nspcc.org.uk/whistleblowing.

10. 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 2025** Part 4 and the THSCP Supplementary Guidance- Managing Allegations of Abuse against Staff – **September 2025**.

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

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

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

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

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

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

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

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

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

Telephone: 0207364 0677

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

Concerns about staff that do not initially seem to fulfil the allegation criteria set out above are known as

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

The Staff Code of Conduct policy can be found on the Teacher Drive or copies can be provided from the office. Included in this policy is a section on Concerns that do not meet the Harm Threshold.

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.

11. STAFF SAFEGUARDING TRAINING Including Training for Governors

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. In addition to School Staff, Governors are required to have compulsory safeguarding training as part of their induction and to maintain their knowledge through regular safeguarding training and updates. Through regular safeguarding training and updates staff are given the relevant skills and knowledge to safeguard children effectively and governors will be empowered and equipped to provide strategic challenge and gain assurance that effective safeguarding arrangements in place. Governors will be invited to join school safeguarding training sessions and there will be a standing Safeguarding Update at each Full Governing Board meeting.

All staff are made aware of systems which support safeguarding in the school. (See Appendix 3 Thomas Buxton Safeguarding Flowcharts)

As part of Induction, the following policies are shared and explained to all staff:

- Child Protection & Safeguarding Policy (including safeguarding response to children missing education; and name and role of the Designated Safeguarding Lead and the Deputies)
- Safer Care and Code of Conduct

All new members of staff are provided with a Termly Professional Development Plan that provides succinct outline of key policies and procedures.

A copy of Keeping Children Safe in Education 2025 (Part 1) is provided at Induction (including volunteers).

These policies and documents are shared annually in September (a refresher session) and all staff are required to read them and provide signed declaration stating they have read and have understood these. The School Business Manager will maintain a Safeguarding Training Register to ensure that all staff are appropriately trained.

All staff are provided with statutory safeguarding and child protection triennially.

All staff will have regular training and weekly updates (within phase and whole school briefings). These areas include:

- Child protections procedures, the Child Protection Policy, KCSIE Part 1 and the Code of Conduct;
- Updates on changes to legislation, policy and procedures in the area of child protection;
- Specific guidance in recognising signs of abuse, Peer on Peer, FGM, child trafficking and exploitation, child sexual exploitation, child at risk from extremism and radicalisation, domestic violence, online safety (filtering and monitoring, use of ICT, the internet and social media), forced marriage, violence against women and girls, involvement in gangs, drugs and neglect;
- Training on procedure and processes for what to do if child makes a disclosure and for reporting concerns and disclosures;
- Professional conversations to ensure there is an ongoing culture of vigilance;
- Copies of all policies are accessible on the School shared teacher drive and the School website. Hard copies are kept in the Main Office.
- DSL and DDSLs undergo regularly (termly) training to ensure they have the knowledge and skills required to carry out the role.

12. VISITORS

If the visitor is unknown to the school, we will check their credentials and reasons for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using the electronic Inventory system and wear a visitor's badge and lanyard to identify themselves to school staff.

Staff challenge unidentified visitors on site and report all unregistered visitors to the Headteacher, LADO and Local Authority.

Visitors to the School who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID;
- Or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

- The school monitors the activities of any clubs or groups operating under the name of the school, or using its premises or facilities.
- Family visitors are welcomed on site by staff for organised, staff supervised events.

All visitors to the school will be given a leaflet with advice on safeguarding procedures at Thomas Buxton Primary School (See Appendix 5 Thomas Buxton Safeguarding Information for Visitors).

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

by the Police in accordance with the [PACE Code C statutory guidance](#)

13. ALTERNATIVE PROVISION PROVIDERS

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

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

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

14. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

The school's Educational Visits Coordinator (EVC) is John Roberts and he will coordinate all residential and off-site activities. These are planned in accordance with the school's Trips and Visits Policy. The process of risk assessment and trip permission prior to the activity taking place ensures that the school is assured that safeguarding arrangements are in place.

Trip planning for visits off-site include consideration of the venue's own risk assessments.

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

14. IDENTIFYING ABUSE

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

The school is aware that children can be at risk of abuse, harm and exploitation beyond the family home. Extra familial harms include sexual exploitation, criminal exploitation, serious youth violence, and abuse that occurs on digital and online platforms. All staff especially the DSL and Deputy DSLs must consider

whether children are at risk of harm and exploitation in environments outside the family home. All staff should therefore apply a Contextual Safeguarding approach when safeguarding pupils, which includes applying a Contextual Safeguarding approach in the school context.

15. INDICATORS OF ABUSE

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

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

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

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

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

The DSL is aware of the borough's [LBTH Neglect Guidance](#) toolkit and all staff should understand their important frontline role in identifying children who may be suffering from Neglect.

See Appendix 2 for Specific Safeguarding Issues

16. 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.

Children at Thomas Buxton Primary School can articulate their views openly, voice concerns and report abuse through several established systems:

- Children's safeguarding leaflets available in every classroom for all children to access which explains what children should do if they need help. Teachers also share these with children.
- Posters listing the names of the DSL and DDSs in every room so that children know who they can go to for help.
- Clear systems of reporting any concern or disclosures made by children through CPOMS.
- An Establishing Week programme so that children are reminded of how to share and voice concerns and worries.
- A clear PHSE policy including Relationships and Health Education curriculum.
- Access for children to an onsite Play Therapist with opportunity for children to self-refer.
- An embedded process of using Philosophy for Children from Nursery to Year 6 so that children can articulate ideas and abstract concepts.
- Each class has a WWW (Worries, Wonders, What if...?) boxes in their classroom to report any concerns and worries.
- A Positive Behaviour Policy with a focus on rewarding achievement and personal development.

17. TAKING SAFEGUARDING ACTION

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

- in an emergency take the action necessary to help the child (including calling 999)
- report your concern immediately to the DSL, this takes priority over all other activity for

school staff. If the DSL is unavailable or off-site then report immediately to a DDSL.

- 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 an incident record using CPOMs. Recordings must be a clear, precise, factual account of the observation. If CPOMS is not accessible, then a member of the Senior Leadership Team should be contacted as a matter of urgency.
- seek support for yourself if you are distressed.

18. EARLY HELP

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

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

All staff need to recognise that all children may benefit from Early Help at any point in their childhood, but some children may benefit from Early Help more than others. These are children with known vulnerabilities, which are listed in **Appendix 1 Children More at Risk Of Harm** of this policy. This appendix includes information on Looked After Children, Previously Looked After Children, children with SEND, children absent from education and children missing in education.

Early Help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from Early Help, but staff will be alert to the potential need for early help for any child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether they have a statutory Education, Health and Care Plan or not)
- 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;
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit;
- is at risk of so-called honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child;
- is persistently absent from education, including persistent absences for part of the school day.

The DSL will take the lead where Early Help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be

followed as required.

The school understands that children may experience challenges at any point in their school life. Our Early Help response includes a multi-tiered system of support that is designed to:

- Identify needs early
- Work collaboratively with families
- Prevent escalation to statutory services
- Improve outcomes for children

The school's Early Help strategy includes provision of additional support; referrals to external agencies such as the Early Help Hub, BASS, CAMHS and others; the use of Early Help Assessment; EHA Reviews and Team Around the Child/Family meetings when there is multi-agency involvement; and making referrals to Children's Social Care if the threshold has been met. Additional support in school includes support plans; behaviour support and plans; nurture and social skills groups; uniform support; food bank support; help with liaising with external agencies and charities; and referrals to external agencies.

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

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

Child Protection Advice Line

020 7364 3444 / 5601 / 5606 / 5358 / 7796 / 3343 / 7828 / 6469 / 3181

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

19. HANDLING THE REPORTING OR SHARING OF CONCERNS

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

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

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

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

Where appropriate, we will discuss any concerns about a child with the child's parents. This will usually only happen after a call to CPAL and following their advice about whether a parent/carer should be contacted or not.

The DSL will normally do this in the event of a suspicion or disclosure. Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of **all** the children involved unless told otherwise by CPAL.

20. CONFIDENTIALITY AND SHARING INFORMATION

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 DSL.

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 Headteacher.

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

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

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, as safeguarding and protecting children provide a legal basis for sharing information.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented. Where a pupil is leaving the school, the DSL will consider whether it is

appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

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 decide 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.

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

21. REFERRING TO CHILDREN'S SOCIAL CARE

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

LBTH Multi-Agency Support Team (MAST)

020 7364 3444 / 5601 / 5606 / 5358 / 7796 / 3342 / 7828 / 6469 / 3181

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

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

See Appendix 6 for the Tower Hamlets Multi-Agency Support Team Referral Form.

See Appendix 3 for the Thomas Buxton Safeguarding Flowcharts.

Multi-agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements. The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with CSC, the police, health services and other services to protect the welfare of

its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSC from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment. The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Information sharing

The school recognises the importance of proactive information sharing between professionals and local agencies to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL, Deputy DSLs or Headteacher.

22. ESCALATION PROCEDURES

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

In accordance with the [THSCP Multi-Agency Escalation and Resolution Policy](#) the DSL will first make contact in writing with the Team Manager followed by the Service Manager followed by the Divisional Director. At every level of escalation there should be discussion and concerted effort to resolve any professional difference. It is important that the DSL at each point of escalation puts the concerns in writing.

Appendix 1: Children More At Risk of Harm

Appendix 2: Specific Safeguarding Issues

Appendix 3: Thomas Buxton Primary School Safeguarding Flowcharts

Appendix 4: Multi-Agency Support Team Information and Poster

Appendix 5: Thomas Buxton Primary School Safeguarding Information for Visitors

Appendix 6: Multi-Agency Support Team Referral Form

Appendix 7: Tower Hamlets Safeguarding Children Partnership Supplementary Guidance for Education Settings

Headteacher:



Chair of Governors:

