

Sir William Burrough School

Safeguarding Policy

Designated Safeguarding Lead: Dave Eva (DSL)

Deputy Designated Safeguarding Lead, with responsibility for Prevent: Avril Newman

Deputy Safeguarding Officer: Anthony Wilson

Designated Safeguarding Governor, with responsibility for Prevent: David White

Aims

- To support the children's development in ways that will foster security, confidence and independence.
- To develop an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and listen.
- To raise the awareness of all adult members of the school community of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse, and neglect.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of the school community.
- To develop and promote effective working relationships with other agencies, including Social Services and the Police

The governors and staff of Sir William Burrough fully recognise the contribution the school makes to the safeguarding of children. We recognise that all staff, volunteers and visitors have a full and active part to play in protecting our children from harm.

Purpose

Everyone who comes into contact with children and their families has a responsibility to ensure children are safe and has a duty to safeguard the children in their care. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and we recognize the important role the school has in the early recognition of the signs and symptoms of abuse, neglect and radicalisation. Sir William Burrough School works through the appropriate referral processes with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm.

Sir William Burrough School follows the procedures outlined by the Tower Hamlets Local Safeguarding Children Board – a guide to procedure and practice for all professional staff in Tower Hamlets who work with children.

This policy is to be read in conjunction with:

- *Keeping Children Safe in Education – Statutory guidance for schools and colleges (Sept 2016)*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- *Working Together to Safeguard Children – A Guide to inter-agency working to safeguard and promote the welfare of children (March 2015)*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
- *The Prevent Duty (August 2015)*
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- *London Child Protection Procedures (June 2015)* <http://www.londoncp.co.uk/>
- *Tower Hamlets Local Safeguarding Children Board* <http://www.childrenandfamiliestrust.co.uk/the-lsrb/>
- *Improving the spiritual, moral, social and cultural (SMSC) development of pupils*
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf

Statutory Framework

Keeping Children Safe in Education (DfE, Sept 2016) requires all schools to follow the procedures for protecting children from abuse, which are established by the Local Safeguarding Children Board. Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that the child has been abused or is at risk of abuse. These procedures should also cover circumstances in which a member of staff is accused or suspected of abuse.

Working Together to Safeguard Children places the following responsibilities on the school:

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.

- A designated teacher(s) should have responsibility for co-ordinating action within the school and liaison with other agencies.
- Staff with a designated responsibility for Safeguarding should receive appropriate training.
- Schools should be aware of and follow the correct procedures established by the Local Safeguarding Children Board.
- Schools should have procedures (of which staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse or suspected of abuse.

In line with previous guidance, parents should be made aware of the school Safeguarding Policy and the fact that this may require cases to be referred to statutory services (i.e. children's social care), or the police, in the interests of the child.

Training and Awareness

In line with this framework, we will ensure that:

- We have a designated Safeguarding Lead who undertakes regular inter-agency training and refresher Safeguarding training every two years.
- We have a member of staff who will act in the designated person's absence and undertake appropriate training to carry out this role.
- Our Designated Safeguarding Governor receives Safeguarding training every two years, and has undertaken training to increase awareness of radicalisation and extremism.
- All members of staff develop their understanding of the signs and indicators of abuse and have training at least annually, with mechanisms in place to support understanding. They also understand the impact of radicalisation, and are fully briefed on any local issue that could impact on our families.
- All new members of staff, volunteers, governors and regular visitors are given training in our safeguarding procedures as part of their induction into the school.
- Volunteers and visitors are strictly vetted through the DBS procedures.

Responsibilities

It is the duty of the Designated Safeguarding Lead and other trained Designated Safeguarding Officers based in the school to:

- Ensure that Tower Hamlets Safeguarding Children Board's procedures are followed in the school.
- Ensure that staff are aware of these procedures.
- Ensure that the Headteacher is kept informed of any concerns.
- Develop effective working relationships with other agencies and services.
- Decide whether to take further action about specific concerns (e.g. referral to social services).
- Liaise with Children's Social Care over suspected cases of child abuse.
- Ensure that accurate records relating to individual children are kept in a secure place and marked 'Strictly Confidential'.
- Submit reports to and attend Child Protection Conferences.
- Ensure that the school effectively monitors children who have been identified as 'at risk'.
- Provide guidance to parents/carers, children and staff about obtaining suitable support.

School Procedures, Ethos and Approach

At Sir William Burrough School, staff adopt an attitude of 'it could happen here' and it could happen to anyone. Staff are encouraged to be curious where there are signs of possible harm to a child or children.

We recognise that a child who is abused or who witnesses domestic violence/abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

We recognise that school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to that which is aggressive or withdrawn.

We recognise that children need to be protected from violent extremism or radicalisation. Exposure of children to extremist ideology can hinder their social development and educational attainment alongside posing a risk that they could support or partake in an act of violence.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness
- Promoting a caring, safe and positive environment within the school where children feel safe and secure, are encouraged to talk and are listened to.
- Ensuring that children know that there are adults within the school they can approach if they are worried or are in difficulty.
- Including in the curriculum activities and opportunities which equip pupils with the skills they need to stay safe from abuse and develop healthy and safe relationships, through our vigorous SMSC programmes.

- Being robustly vigilant of all activities which involve the internet, and monitor internet security on an ongoing basis, with e-safety at the heart of the ICT curriculum.
- Making parents/carers aware of the school policies and practice for safeguarding and ensuring that, wherever possible, every effort is made to establish open and honest effective working relationships with parents/carers and colleagues from partner agencies.
- Notifying Social Services as soon as there is significant concern.
- Making sure that a member of staff attends Child Protection conferences and core group meetings. In most cases the designated safeguarding lead will attend.
- Providing continuing support to a child about whom there have been concerns when they leave the school. We ensure that their Child Protection record is forwarded, under confidential cover, to the child's new school as soon as possible.

Procedures in the event of a Concern or a Disclosure

- If any member of staff is concerned about a child, he or she must inform the Designated Safeguarding Lead or one of the deputies in their absence.
- Information regarding the concerns must be recorded by the member of staff as soon as is possible and on the same day and a Record of Concern/Disclosure (see attached) must be completed and handed to the DSL. The recording must be a clear, precise, factual account of the observation and must be signed and dated.
- The DSL to whom the report has been handed 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 Headteacher (or Deputy in her absence) must be briefed before a referral is made.
- If a referral is made to the MASH team, the Designated Officer will ensure that a written report of the concerns is sent to the social worker dealing with the case within 48 hours.
- 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.
- Only Designated Safeguarding Officers will make decisions about when to disclose Child Protection issues to parents; other staff must assume that information about Child Protection issues is strictly confidential and act accordingly.
- 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) and transfer copies of the appropriate records to the designated officer of the receiving school in a file marked 'Confidential'.
- **If a child is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the Designated Safeguarding lead, the DSL should be informed as soon as possible.

When to be concerned

Staff should be concerned about a pupil if he or she:

- Has any injury which is not typical of the bumps or scrapes normally associated with children's injuries.
- Regularly has unexplained injuries.
- Frequently has injuries, even when apparently reasonable explanations are given.
- Provides confused or conflicting explanations as to how injuries were sustained.
- Exhibits significant changes in behaviour.
- Discloses an experience in which he or she may have been significantly harmed.

Further details around types of abuse and relevant signifiers can be found in appendix 1.

Dealing with a Disclosure

If a pupil discloses that he or she has been abused in some way, the member of staff should:

- Listen to what is being said without showing shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child but not make promises which it might not be possible to keep.
- Not promise confidentiality, and always act in the best interests of the child: it might be necessary to refer to Children's Social Care.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct questions.
- Ask open questions rather than leading questions.
- Not criticise an alleged perpetrator.
- Explain what has to be done next and who has to be told, in an age-appropriate way.

Record-keeping

When a pupil has made a disclosure, the member of staff should:

- Make brief notes as soon as possible after the conversation.
- Not destroy the original notes in case they are needed by a court.
- Record the date, time, and place.
- If appropriate, record on a body map details and whereabouts of any injuries.
- Record any noticeable non-verbal behaviour and the words used by the child.
- Record statements and observations rather than interpretations or assumptions.
- Complete the school standard form (appendix 3) as soon as possible and on the same day.

Allegations involving school staff [see Part 4 – Keeping Children Safe in Education September 2016]

If a child or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher.

Any member of staff who has reason to suspect that a pupil may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Headteacher. He or she should also make a record of the concerns including a note of anyone else who witnessed the incident or allegation.

If the concerns are about the Headteacher, the Local Area Designated Officer must be contacted on 020-7364-3506.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but immediately refer the matter to Tower Hamlets Children's Social Care.

For further information, please see Tower Hamlets Local Safeguarding Children's Board

(<http://www.childrenandfamiliestrust.co.uk/the-lscb/>).

Alternatively, contact one of the following:

- Children's Social Care Multi-Agency Safeguarding Hub (020-7364-3444)
- Children's Social Care Out-of-Hours Team (020-7364-4079)
- Police Child Abuse Investigation Team (020-8217-6484)

Radicalisation/Prevent duty

The Designated Prevent Lead is Avril Newman and the Governor with responsibility for Prevent is David White.

Safeguarding from radicalisation is no different from safeguarding from other forms of harm and should be reported through the school systems. Any member of staff who suspects that a child may have been exposed to violent extremist ideology or materials must speak to the Designated Prevent Lead. The DPL will refer, if appropriate, to the Tower Hamlets Social Inclusion Panel or to the Child Protection Duty Line. It is also possible to contact the Social Inclusion Panel (SIP) directly on 020-7364-1965.

Furthermore, the school:

- Strictly follows LBTH guidance on *Protecting Children from Radicalisation and Extremism* (Feb 2015).
- Ensures that all staff are fully trained and certified by LBTH Prevent team specialists and continues to use the Prevent team for support and advice.
- Provides ongoing training and induction for all staff regarding:
 - Awareness of Prevent issues
 - Recognition of early indicators (see Appendix 4)
 - Universal early Prevent interventions (see Appendix 5)
 - Appropriate and available interventions (see Appendix 5)
 - Internet security (see also the school's E-safety policy)
 - The use of school premises re after-school clubs, activities, meetings and events
 - The vetting of all visitors with in-depth background checks if necessary.
- Provides ongoing training and induction for staff about how to report any concerns regarding the above (see Appendix 4).
- Promotes fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs, through our curriculum and our thriving debating, public speaking and citizenship activities.
- Ensures that all members of the school community are aware of the support and guidance provided on the DfE website, www.educateagainsthat.com.
- Strictly follows all governmental advice in *Improving the spiritual, moral, social and cultural development of pupils* (Nov 2013/Nov 2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268826/dept_advice_template_smscadvicenov13.pdf and
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380396/Improving_the_spiritual_moral_social_and_cultural_SMSC_development_of_pupils_supplementary_information.pdf.

Female Genital Mutilation (FGM) and Honour Based Violence (HBV)

The school follows the government's Multi-Agency Practice Guidelines: *Female Genital Mutilation* (2014).

In accordance with the Serious Crime Act (2015), teachers have a duty to report to police any instance where they discover that FGM appears to have been carried out on a girl under the age of 18. Those failing to report such cases will face disciplinary sanctions. If a teacher believes that a girl is at risk of FGM or that FGM may have taken place, it must be reported immediately and the following procedures will come into force:

- The Child Protection Advisor must be informed.
- A referral must be completed to Children's Social Care.
- In urgent cases, Children's Social Care or the police should be contacted directly.

It is essential that the young person's parents are not spoken to before a referral is sent to Children's Social Care. A full risk assessment will be conducted and any decision to contact the young person's parents will be made jointly by Children's Social Care and the police.

Forced Marriage

The school follows the government's Multi-Agency Practice Guidelines: *Handling Cases of Forced Marriage* (June 2014).

Any member of staff who believes that a child or young person is at risk from forced marriage should report it to the Designated Safeguarding Lead.

The Toxic Trio

The school will be particularly alert to any situation where there is a family history of substance abuse, mental health issues and domestic violence and how that might impact on the emotional and physical health of the child.

Domestic Violence

Domestic violence is any incident of abusive behaviour (whether physical, emotional, sexual or financial) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. It is estimated that 90% of children are in the same or next room when abuse occurs (Hughes, 2002).

If a teacher believes that a child or their family members may have been victims of or witnesses to domestic violence, it must be reported according to the above guidelines for reporting child abuse.

Child Sexual Exploitation

Child Sexual Exploitation is characterised by children and young people (up to the age of 18) receiving goods, favours or money in return for sexual activities. It can also include 'non-contact' exploitation such as coercion to post sexually explicit images of themselves on the internet or on mobile phones. In all such exploitation, the balance of power remains with the abuser(s) through age, intellect or resources.

Concern that a child, young person or vulnerable adult may be involved in sexual exploitation or at risk of being drawn into it should always initiate action to ensure the child's safety and welfare. Any member of the school community who believes that a child is experiencing or at risk of such should report it according to the procedures for reporting child abuse as detailed above.

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and, in older children, may raise concerns around child sexual exploitation. *Keeping Children Safe in Education* (Sept 2016) mandates that schools should have:

- Staff who understand what to do when children do not attend regularly.
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when they plan to take pupils off-roll when they:
 - Leave school to be home educated
 - Move away from the school's location
 - Will remain medically unfit beyond compulsory school age
 - Are in custody for four months or more (and will not return to the school afterwards); or
 - Are permanently excluded.

School should inform the local authority of any pupil who fails to attend school 'regularly' or does not attend school for ten consecutive days without authorisation.

At Sir William Burrough School, we undertake to:

- Perform daily register checks and local enquiries.
- Monitor the number of referrals to the Attendance and Welfare Officer.

- Monitor the number of 'blocks of absence' occurring.
- Monitor when a child does not return from extended leave.
- Ensure that the appropriate local authority form (appendix 2) is completed in all cases that a child leaves the school.

Confidentiality

We recognise that all matters relating to safeguarding children are confidential.

- The headteacher or designated member of staff will only disclose information on a 'need to know' basis.
- All staff have a professional responsibility to share information with other agencies in order to safeguard children/young people.
- All adults must be aware that they cannot promise a child they will keep a secret. Within this context, however, the child should be assured that the matter will only be disclosed to people who need to know about it.
- All volunteers, governors and regular visitors are made aware of their duties regarding confidentiality.
- Child Protection records are kept securely locked at all times and are retained for seven years in line with LBTH policy.

Communication with Parents

The school will always discuss concerns with parents/carers unless to do so would:

- Place the child at risk of significant harm or further risk of significant harm.
- Place a vulnerable adult at risk of harm.
- Compromise any enquiries that need to be undertaken by Children's Social Care or the police.

The school will endeavour to ensure that parents have an understanding of the responsibilities placed upon the school and staff for the safeguarding of children.

Supporting Staff

We recognise that anyone working in the school who has become involved with a child/young person who has suffered harm, witnessed harm, or appears likely to be suffering harm, may find the situation stressful and upsetting. We will support them by providing an opportunity in confidence to talk through their anxieties with the designated safeguarding lead and to seek further support as appropriate.

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All adult members of the school community should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. The school will follow the LBTH *Safeguarding Procedures for Whistleblowing*, a copy of which is available from the school office.

The [NSPCC whistleblowing helpline](https://www.nspcc.org.uk) is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM – 8:00 PM, Monday to Friday and email help@nspcc.org.uk

Positive handling

Our policy on positive handling by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to the child or another person. We understand that positive handling of a nature which causes injury or distress to a child may be considered under disciplinary procedures.

Health and Safety

Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the safeguarding of our children both within the school environment and when away from school, e.g. when undertaking trips and visits.

Safer Recruitment

The school adheres strictly to the Tower Hamlets *Safer Recruitment Policy* and *Safer Recruitment in Education* (1st January 2007), which ensures that all adults who work with pupils in the school have undergone the appropriate recruitment and vetting checks. This information is recorded, monitored and updated in the school's Single Central Record.

The update, *Keeping Children Safe in Education* (Sept 2016), requires schools which provide care for pupils under the age of 8 to ensure that staff and volunteers working in these settings have not been disqualified from doing so under the *Childcare (Disqualification) Regulations 2009*. A person may be disqualified through:

- Having certain orders or other restrictions placed upon them
- Having committed certain offences

- Living in the same household as someone who is disqualified by virtue of 1 or 2 above (this is known as disqualification by association).

All staff must complete a disclosure form in accordance with this statutory guidance and are required to inform the designated Safeguarding Lead of any changes to their circumstances over time.

Further resources

- The Home Office has produced a new on-line learning resource for **PREVENT**: <https://www.elearning.prevent.homeoffice.gov.uk>. Other resources for PREVENT are on ESI: [ESI/PREVENT/Useful resources](#)
- [MindEd](#) provides free educational resources containing advice, guidance and information on managing a wide range of mental health issues in children and teens
- UNICEF has published a report on young people's views on the risks they face growing up in a digital world: [Growing Up Online \(UNICEF, 2016\)](#)
- The 'Trust Me' resource has been created for teachers and may be used to start the conversations around extremism and extreme online content: [Child Net / Trust me](#)
- [NSPCC/How Safe Are Our Children - 2016](#): This is the fourth report of its kind from the NSPCC. It provides an overview of the child protection landscape and compiles the most robust and up-to-date child protection data in the UK.

Reviewed Annually

Appendix 1 – Types of abuse and their indicators

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others [e.g. via the internet]. They may be abused by an adult or adults, or another child or children, which may involve bullying, cyber-bullying, gender-based bullying and sexting.

1.1 Physical Abuse

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

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Unexplained injuries – bruises/abrasions/lacerations. • The account of the cause of an injury being either vague or varying from one telling to another. • Unexplained burns. • Regular occurrence of unexplained injuries. • (It should be noted that most accidental injuries occur on parts of the body where the skin passes over a bony protrusion.) 	<ul style="list-style-type: none"> • Withdrawn or aggressive behavioural extremes. • Discomfort with physical contact. • Apparent fear of going home. • Complaints of soreness or moving uncomfortably. • Wearing clothing inappropriate for the weather in order to cover body. • Observation of interaction between the child and its carer.

1.2 Neglect

Neglect is 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 involve a parent failing to:

- Provide adequate food, clothing and shelter.
- Provide adequate protection from physical and/or emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers) and/or access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Unattended medical need. • Underweight or obesity. • Recurrent infection. • Unkempt dirty appearance, smelly and/or inadequate or unwashed clothes. • Consistent lack of supervision. • Consistent hunger. • Inappropriate dress. 	<ul style="list-style-type: none"> • Poor social relationships; indiscriminate friendliness. • Poor concentration; low, self-esteem. • Regular displaying of fatigue or lethargy; frequently falls asleep in class. • Frequent unexplained absences.

1.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent effect upon the child's emotional development and may involve:

- Conveying to children that they are worthless or unloved, inadequate or not valued.
- Imposing age or developmentally inappropriate expectations on children. These may include interactions that are beyond the child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction.
- Seeing or hearing the ill-treatment of another; serious bullying; causing children frequently to feel frightened or in danger; the exploitation or corruption of children.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Poor attachment relationship; unresponsive/neglectful behaviour towards the child's emotional needs. • Persistent negative comments about the child. 	<ul style="list-style-type: none"> • Low self-esteem, unhappiness, anxiety. • Withdrawn, insecure or attention-seeking behaviours. • Passive or aggressive behavioural extremes.

1.4 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative sexual acts. Sexual abuse also includes non-contact activities such as:

- Involving children in looking at, or in the production of, pornographic materials.
- Watching sexual activities.
- Encouraging children to behave in sexually inappropriate ways.

Physical Indicators	Behavioural Indicators
<ul style="list-style-type: none"> • Frequency of urination. • Signs of blood/discharge on the child's underclothing. • Awkwardness in walking/sitting; pain or itching in genital area. • Self-harm; sudden weight loss or gain. 	<ul style="list-style-type: none"> • Sexually pro-active behaviour or knowledge that is incompatible with the child's age and understanding. • Drawings and/or written work that is sexually explicit. • Self-harm/suicide attempts; running away. • Substance abuse; significant devaluing of self.

[Appendix 2 – Local Authority Contact Form regarding children leaving school](#)

Notification to London Borough of Tower Hamlets of Child taken off School Admissions and Attendance Registers

Date: / /

The following child has been taken off our school admissions and attendance registers:

- Child's name
- DOB
- Address
- Telephone
- Date taken off roll
- Reason
- Destination of Child
- My name/designation
- School

Please send this form to: Pupil Admissions Team, 4th Floor, Town Hall, Mulberry Place, 5, Close Crescent, London, E14 2BG.

Telephone: 020-7364-5006

Fax: 020-7364-4311

Email to: school.admissions@towerhamlets.gov.uk

Appendix 3

Child Protection – Record of Concern /Disclosure
This must be completed ***as soon as a concern is raised***

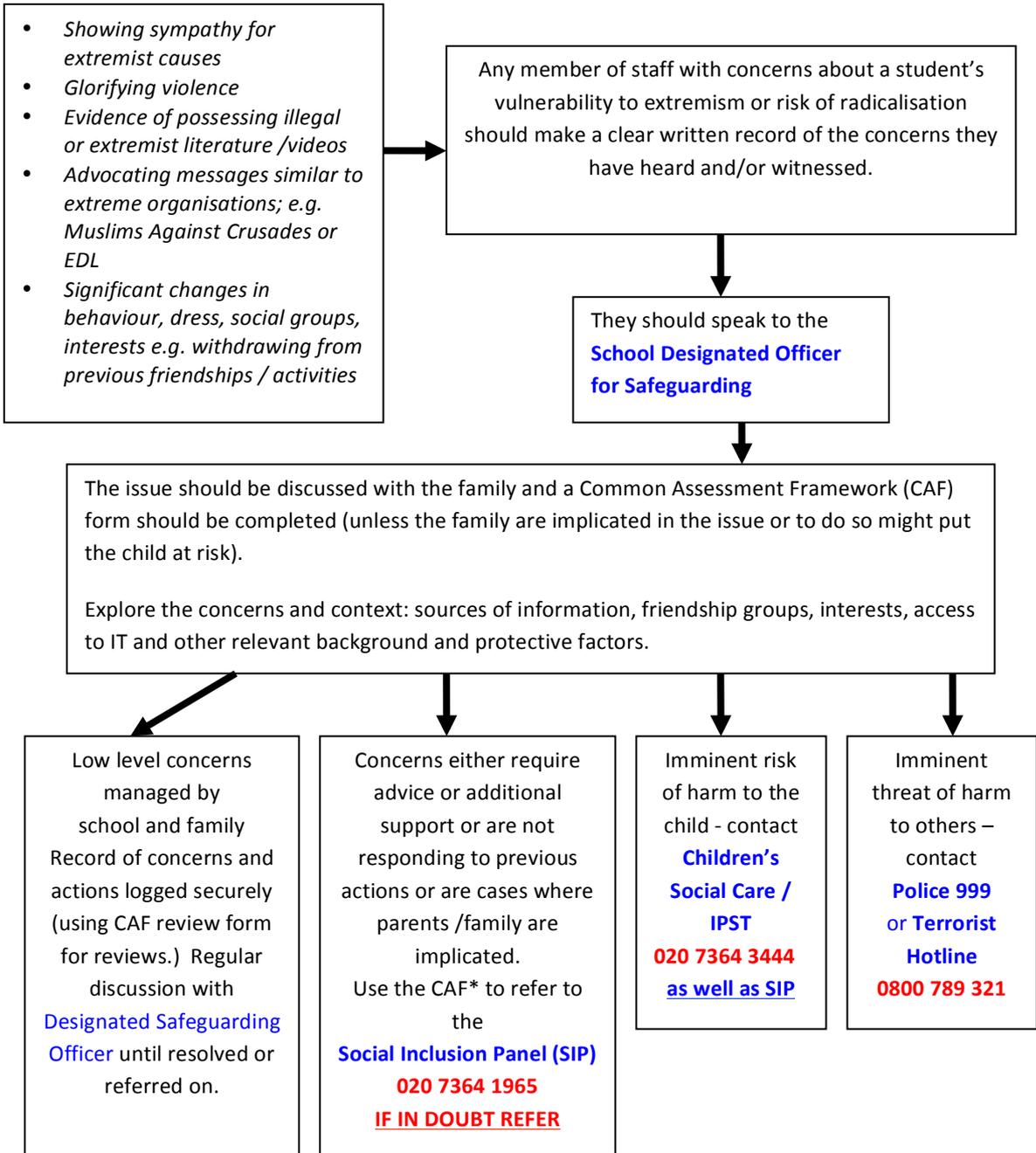
Name of Adult Recording Concern:	
Child's Full Name:	Child D.O.B:
Class:	Class Teacher:
Date:	Time Information Received:
This is a record of a disclosure made to me by the above child. <input type="checkbox"/>	
This is a record of something that I am concerned about regarding a child's safety or welfare. <input type="checkbox"/>	
This is a record of a concern reported to me by a parent/carer/guardian. <input type="checkbox"/>	
Place (Please note where the disclosure was made or where concern was raised) :	
Incident/Record of Concern: Please make a clear record of the incident or disclosure using the child's exact words.	
(Continue on separate sheet if necessary)	
<i>Attach any notes or pictures the child may have written</i>	
Designated person/people: Dave Eva, Avril Newman, Anthony Wilson	

DCPP use only

Time concern noted with CPO:	
	Reported to the Duty Line <input type="checkbox"/> Reported to other agency <input type="checkbox"/>
Record of action taken: Date/Time	

Recorded on Vulnerable Children Register	<input type="checkbox"/>
Record of Concern filed in Child Protection Files	<input type="checkbox"/>
Form Passed to Headteacher	<input type="checkbox"/>

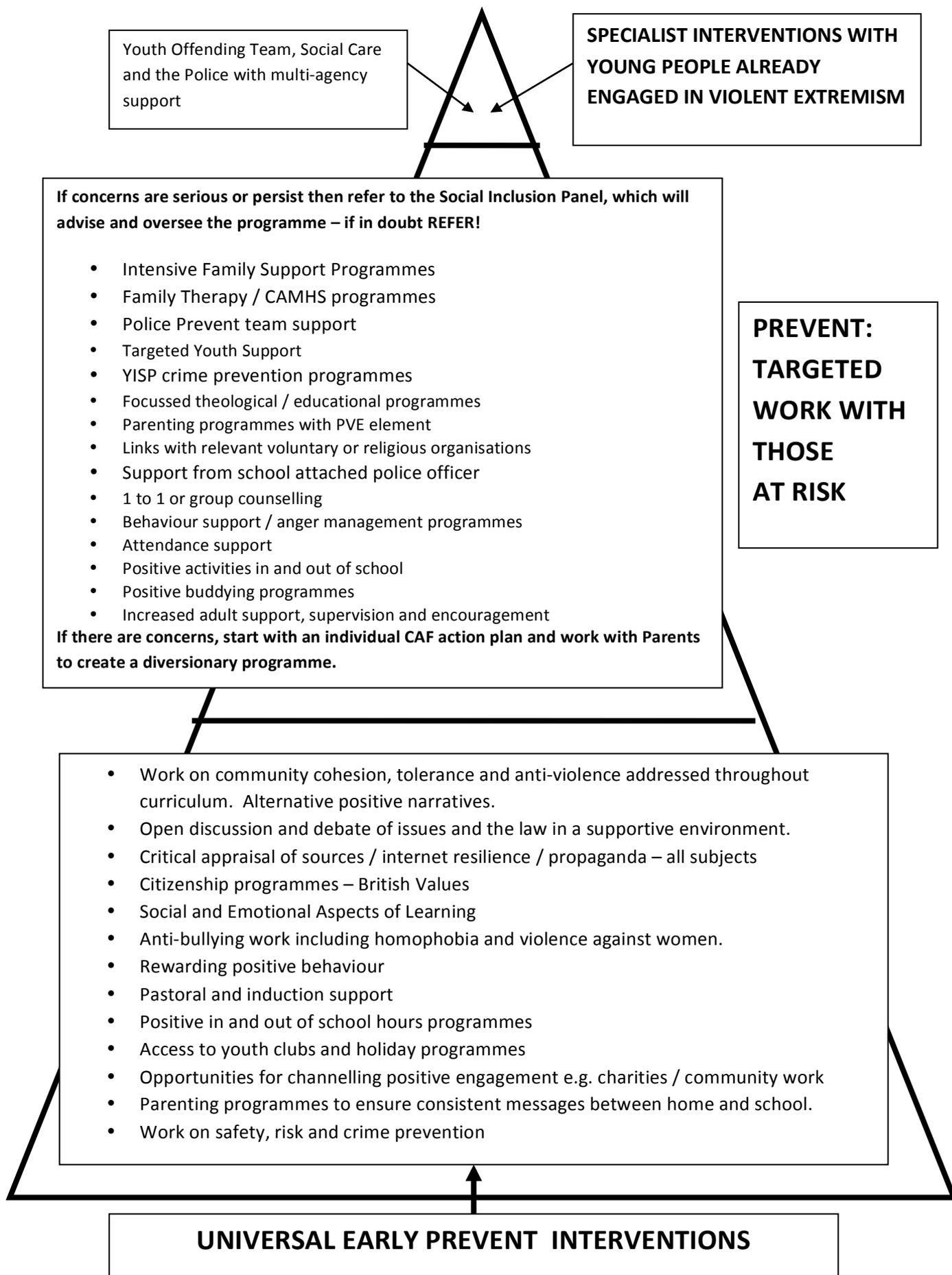
Referral route for safeguarding concerns related to Radicalisation or Extremism

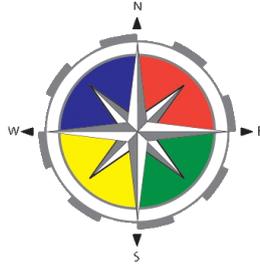


**Although involving the family is best practice, you may share information (using a CAF) with other agencies (e.g. SIP) without consent and, if necessary, without the family's participation under the Crime and Disorder legislation which allows for information sharing to prevent crime.*

If in doubt SHARE and REFER to SIP.

The Social Inclusion Panel (SIP) will advise on next steps and provide interventions. PREVENT interventions are voluntary so the family will be consulted and involved prior to further action.





SAFEGUARDING FLOW CHART

