



Policy status	Statutory
Adopted	1 st September 2026
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Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Version control

Version	Date	Author	Description of change
Sept 2023		AL (LBTH)	Original
Sept 2024	14.10.24	AL (LBTH THESS)	<u>Updated sections:</u> 6. PURPOSE OF POLICY 7. SAFEGUARDING LEGISLATION AND GUIDANCE 8. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP GUIDANCE 9. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP 10. KEY DEFINITIONS 13. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM 17. SEND CHILDREN 20. WHISTLEBLOWING 31. SAFEGUARDING ISSUES Child Criminal Exploitation (CCE) including 'county lines' Online harms Radicalisation and Extremism 46. REFERRING TO CHILDREN'S SOCIAL CARE
Sept 2025	20.08.25	AL (based on LBTH THESS)	<u>Updated sections:</u> 8. PAN LONDON & TOWERHAMLETS SAFEGUARDING CHILDREN PARTNERSHIP GUIDANCE 10. KEY DEFINITIONS & LOCAL AUTHORITY STRATEGY 16. LOOKED AFTER CHILDEN AND PREVIOUSLY LAC& CHILDREN IN KINSHIP CARE ARRANGEMENTS 17. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES 24. VISITORS AND ALTERNATIVE PROVISION PROVIDERS 41. YOUNG CARERS
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Safeguarding contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Headteacher	Wayne Hazzard <i>Headteacher</i>	020 8983 3760 head@beatricetate.towerhamlets.sch.uk
Designated Safeguarding Lead (DSL)	Diana Roig <i>Deputy Headteacher</i>	020 8983 3760 deputy@beatricetate.towerhamlets.sch.uk
Deputy DSL's	Ania Dubinska <i>AHT Upper</i> Jack WalkerWoo <i>AHT Middle</i> Kerri Ovel <i>AHT Lower</i>	020 8983 3760 admin@beatricetate.towerhamlets.sch.uk
Chair of Governors	Gill Ritchie	020 8983 3760 Gill.Ritchie@beatricetate.towerhamlets.sch.uk
Local Authority Designated Officer (LADO)	Melanie Benzie	020 7364 0677 Lado@towerhamlets.gov.uk
Tower Hamlets Child Protection Advice Line		020 7364 3444
Multi-Agency SafeguardingTeam (MAST)	N/A	020 7364 3444 / 5601 / 5606
Children's Social Care Emergency Out of HoursDuty Team (5.00pm onwards)	N/A	020 7364 5006 – Choose option 3
Tower Hamlets Early Help Hub		020 7364 5744
Tower Hamlets Children with Disabilities Team		020 7364 2724

1. Introduction

Beatrice Tate School is a secondary special school for students aged 11–19 with severe learning difficulties and profound and multiple learning difficulties. A significant proportion of students have additional sensory and physical impairments and many have complex communication, health and personal care needs.

Beatrice Tate is a school where individuals are valued. We respect and value all students and are committed to providing a caring, friendly and safe environment in which students can learn, develop and achieve.

Safeguarding is everyone's responsibility. The school recognises that its students may experience particular barriers to recognising, communicating or reporting abuse. Safeguarding arrangements therefore take account of students' individual communication needs, cognitive and developmental levels, sensory and physical impairments, medical needs and, where relevant, their dependence upon adults for personal and intimate care.

This Child Protection Policy is available to staff through the school's internal systems and is communicated through induction, safeguarding training, staff updates and professional development. It is available to parents/guardians, governors and other stakeholders through the school website and from the school office. Visitors receive safeguarding information on arrival and through the school's Visitor Information leaflet.

This policy and other safeguarding policies will be reviewed at least annually. An earlier review will take place where changes in legislation, statutory or local guidance, school practice or a safeguarding incident indicate that this is necessary.

Beatrice Tate School is committed to safeguarding and promoting the welfare of every student. **If any member of staff, volunteer, governor, contractor or visitor has a concern about the welfare, safety or wellbeing of a student, however small, it must be reported immediately to a Safeguarding Lead.**

The procedures within this policy apply to all staff, including supply and agency staff, trainee teachers, volunteers, contractors, visitors and governors. They have been written in accordance with ***Keeping Children Safe in Education 2026*** and reflect local safeguarding arrangements, including the Tower Hamlets Safeguarding Children Partnership supplementary guidance on Child Protection Procedures and the management of allegations of abuse against staff and concerns that do not meet the harm threshold.

2. CORE SAFEGUARDING PRINCIPLES

The following six principles underpin all safeguarding arrangements at Beatrice Tate School:

- The welfare of the child is paramount and underpins all discussions, decision-making and actions taken by the school.
- All concerns shared and reported by children will be taken seriously.

- All children have the right to a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity, and 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 when determining what action to take and what support to provide.
- All staff, including supply staff, trainee teachers, contractors and volunteers, have an equal responsibility to act immediately on any suspicion or concern that may suggest a child is at risk of harm or has been harmed.
- The Designated Safeguarding Lead will ensure that students and staff involved in safeguarding and child protection matters receive appropriate support.

These principles are embedded within the school's safeguarding arrangements, policies, procedures and systems and underpin the whole-school approach to safeguarding at Beatrice Tate School.

3. PURPOSE OF POLICY

The purpose of this policy is:

- to ensure all students on the school roll are effectively safeguarded, including students accessing Alternative Provision;
- to provide 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; and
- to demonstrate the school's commitment to safeguarding to students, parents/carers and partner agencies.

4. SAFEGUARDING LEGISLATION AND GUIDANCE

The following legislation and statutory guidance informs this policy.

4.1. *Legislation*

- Section 175 of the Education Act 2002;
- the Apprenticeships, Skills, Children and Learning Act 2009, as amended;
- the Human Rights Act 1998;
- the Equality Act 2010;
- the Data Protection Act 2018;
- UK GDPR;
- the Data (Use and Access) Act 2025;
- the Safeguarding Vulnerable Groups Act 2006;
- the Children Acts 1989 and 2004;
- the Domestic Abuse Act 2021;
- the Counter-Terrorism and Security Act 2015;
- the Female Genital Mutilation Act 2003;
- the Serious Crime Act 2015; and
- other legislation relevant to the safeguarding and welfare of children.

4.2. Government Guidance

The policy has regard to:

- *Working Together to Safeguard Children 2023*, updated 18 March 2026;
- *Keeping Children Safe in Education 2026*, effective from 1 September 2026;
- *Information Sharing: Advice for Practitioners Providing Safeguarding Services*, updated May 2024;
- *What to Do if You're Worried a Child is Being Abused*;
- *The Equality Act 2010 and Schools*;
- the Teachers' Standards;
- *Working Together to Improve School Attendance*;
- the Prevent Duty guidance; and
- other relevant statutory guidance issued by the Department for Education or HM Government.

5. PAN-LONDON AND TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP GUIDANCE

The following local and regional guidance informs this policy:

- London Child Protection Procedures, revised 8th Edition, March 2026;
- Tower Hamlets Safeguarding Children Partnership Levels of Need Guidance;
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures – September 2026;
- Tower Hamlets SCP LADO Procedures and Flowchart concerning allegations against staff;
- Tower Hamlets SCP Supplementary Guidance for Schools and Education Settings on Managing Allegations of Abuse against Staff and Concerns that do not Meet the Harm Threshold – September 2026; and
- Tower Hamlets SCP Multi-Agency Escalation and Resolution Policy.

6. TOWER HAMLETS SAFEGUARDING CHILDREN PARTNERSHIP

The Tower Hamlets Safeguarding Children Partnership (THSCP) coordinates the work of agencies responsible for safeguarding and promoting the welfare of children in Tower Hamlets.

Beatrice Tate School recognises that schools are protective factors for children, particularly those who are most vulnerable, and have a pivotal role in local multi-agency safeguarding arrangements.

As a relevant agency, the school will cooperate with local safeguarding arrangements. This includes:

- responding to safeguarding audits of quality and compliance;
- engaging with THSCP multi-agency safeguarding training;

- participating in Designated Safeguarding Lead Forums;
- participating in Section 175 safeguarding audit cycles;
- providing relevant information necessary to safeguard children;
- participating fully in Rapid Reviews and Child Safeguarding Practice Reviews where required; and
- supporting THSCP agreed safeguarding priorities.

The school supports the THSCP safeguarding priorities for 2025–2027: **Think Family** and **Adolescent Safeguarding**.

7. LOCAL AUTHORITY STRATEGY

The implementation of this policy and associated safeguarding arrangements supports the school's contribution to improving outcomes for children in Tower Hamlets.

The school has regard to relevant local strategies, including:

- *TH: Is Accelerate – Tower Hamlets Children and Families Partnership Strategy 2024–2029;*
- *Tower Hamlets Special Educational Needs, Disabilities and Inclusion Strategy 2024–2029;*
- *Tower Hamlets Early Help Strategy 2025–2028: Going Further to Make Support Easy to Access for All Families;*
- *Violence Against Women and Girls and Women's Safety Strategy 2024–2029;* and
- the Tower Hamlets Serious Violence and Exploitation Strategy.

8. KEY DEFINITIONS

Safeguarding and promoting the welfare of children means:

- providing help and support to meet children's needs as soon as problems emerge;
- protecting children from maltreatment, whether within or outside the home, including online;
- preventing impairment of children's physical and mental health or development;
- ensuring children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

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

Child includes everyone under the age of 18.

As Beatrice Tate educates students aged up to 19, safeguarding concerns relating to a student aged 18 or over will be responded to through appropriate safeguarding procedures and, where required, adult safeguarding arrangements. See **Safeguarding Adults at Risk Policy**.

Parent refers to birth parents and other adults undertaking a parenting role, including step-parents, carers, foster carers and adoptive parents.

Staff refers to everyone who works for or on behalf of the school, whether full-time or part-time, temporary or permanent, paid or voluntary.

9. ROLES AND RESPONSIBILITIES

The **Governing Body** has strategic leadership responsibility for safeguarding arrangements at Beatrice Tate School. It will ensure that safeguarding policies and procedures comply with statutory guidance, reflect local arrangements and are effective for the school.

The **Safeguarding Link Governors** are the **Chair of Governors, Gill Ritchie** and the **Vice-Chair of Governors, Mr H Ali**.

The **Headteacher, Wayne Hazzard**, is responsible for ensuring that this policy and other safeguarding policies are communicated to staff, understood and followed.

The **Designated Safeguarding Lead is Diana Roig, Deputy Headteacher**. The DSL has ultimate lead responsibility for safeguarding arrangements on a day-to-day basis, including online safety and understanding the filtering and monitoring systems and processes in place.

The **Deputy DSLs** are:

- **Ania Dubinska, Assistant Headteacher;**
- **Jack WalkerWoo, Assistant Headteacher; and**
- **Kerri Ovel, Assistant Headteacher.**

Safeguarding leadership is available throughout the school day. Where the DSL is unavailable, staff should contact one of the DDSLs. Appropriate safeguarding arrangements will also be established for school-managed activities taking place outside normal school hours.

The absence or unavailability of a DSL or DDSL must **never delay action necessary to protect a student**.

The DSL takes the lead in supporting students at standard and non-standard transition points and ensuring relevant safeguarding information is shared. Safeguarding files are transferred separately from the main student file and within five school days of the child starting at the receiving school or college.

If safeguarding records for a newly admitted student have not been received within the first five school days, Beatrice Tate School will proactively contact the previous education setting to secure the information.

All staff are frontline safeguarding professionals and are well placed to:

- identify concerns early;
- provide help and support;
- promote children's welfare; and
- prevent concerns escalating.

All staff have responsibility for providing a safe environment in which students can learn.

All safeguarding concerns must be reported immediately to the DSL or DDSL and recorded on an **Incident/Behaviour/Concern Form**

The staff member identifying the concern is responsible for making a clear and comprehensive record. Records should include:

- a clear summary of the concern;
- what was observed, heard or communicated;
- the student's own words or communication wherever possible;
- details of how the concern was followed up;
- actions and decisions taken;
- reasons for decisions; and
- the outcome where known.

Where students communicate non-verbally, staff must record objectively what they saw or understood, including the method of communication used, rather than making unsupported assumptions.

If in doubt about recording requirements, staff must discuss this with the DSL or DDSL.

If in doubt about **any safeguarding matter**, staff should always speak to a Safeguarding Lead.

10. RIGHTS OF THE CHILD

Beatrice Tate School upholds the human rights of children in accordance with the Human Rights Act 1998.

The school particularly recognises:

- Article 3: freedom from inhuman and degrading treatment;
- Article 8: respect for private and family life;
- Article 14: protection of rights without discrimination; and
- Protocol 1, Article 2: the right to education.

In accordance with the Equality Act 2010, the school will not unlawfully discriminate against students because of a protected characteristic.

The school fulfils its Public Sector Equality Duty by having due regard to:

- eliminating unlawful discrimination, harassment and victimisation;
- advancing equality of opportunity; and
- fostering good relations.

For Beatrice Tate students this includes making reasonable adjustments to ensure safeguarding systems, information, education and opportunities to report concerns are accessible to students with significant communication, cognitive, sensory and physical needs.

The school recognises the risk of **adultification**, whereby a child's vulnerability may be reduced or set aside because of racial bias or stereotypes. Staff must ensure that professional judgement is not distorted by such assumptions.

The school supports Tower Hamlets' commitment to anti-racist practice and the Tower Hamlets Safeguarding Children Partnership Anti-Racist Charter.

11. CHILDREN WHO MAY BE POTENTIALLY MORE AT RISK OF HARM

All children are vulnerable, but some may be more vulnerable to harm than others.

Staff should be particularly alert to a child who:

- is disabled or has specific health conditions;
- has special educational needs;
- has mental health needs;
- is a young carer;
- is pregnant and/or a parent;
- has exhibited early signs of abusive, violent or harmful behaviour;
- is showing signs of being drawn into anti-social or criminal behaviour;
- is frequently missing or absent from education, home or care;
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of permanent exclusion or attends Alternative Provision;
- is at risk of modern slavery, trafficking, sexual exploitation or criminal exploitation;
- is at risk of radicalisation;
- has a parent or carer in custody or is affected by parental offending;
- lives within family circumstances involving substance misuse, adult mental health difficulties or domestic abuse;
- misuses drugs or alcohol;
- has returned home from care;
- is at risk of so-called honour-based abuse, including FGM or forced marriage;
- is privately fostered; or
- is persistently absent from education, including persistent absence for part of the school day.

Staff must demonstrate heightened vigilance when known vulnerabilities exist and report concerns immediately to the DSL.

12. CHILDREN IN NEED OF A SOCIAL WORKER

Children allocated a social worker may have experienced abuse, neglect, adversity or trauma and may be vulnerable to further harm.

Such experiences can have a negative impact upon:

- attendance;
- learning;
- behaviour;
- mental health;
- relationships; and
- educational outcomes.

When making safeguarding decisions and responding to absence, changes in behaviour or other concerns, the school will take into account that a student known to a social worker may require enhanced support alongside statutory services.

The school will also recognise that children who have previously had a social worker may continue to experience the effects of trauma after statutory involvement has ended.

The DSL will maintain appropriate oversight and liaise with relevant social workers. Staff will be provided with safeguarding information on a need-to-know basis.

The school will cooperate with Tower Hamlets Virtual School in supporting the attendance, attainment and progress of children known to a social worker.

13. CHILDREN REQUIRING MENTAL HEALTH SUPPORT

All staff have an important role in supporting students' mental wellbeing and identifying behaviour or presentation that may indicate mental health difficulties.

Mental health difficulties may be an indicator that a child has suffered, or is at risk of suffering:

- abuse;
- neglect;
- exploitation;
- trauma;
- bereavement;
- domestic abuse;
- bullying;
- discrimination; or
- other adverse experiences.

Safeguarding concerns and mental health difficulties can overlap and interact. Children experiencing mental health difficulties may become more vulnerable to safeguarding risks, while children who have experienced abuse or trauma may present with emotional, behavioural or mental health needs.

At Beatrice Tate, changes in wellbeing may be communicated through behaviour, emotional presentation, self-injurious behaviour, engagement, sleep, eating, communication, avoidance, distress, sensory regulation or other changes from a student's usual presentation.

Only appropriately trained professionals should diagnose mental health conditions.

Concerns about a student's mental health should be discussed with the DSL and considered alongside other safeguarding information.

The school will provide appropriate support at the earliest opportunity and work with parents/carers, health professionals and relevant agencies as required.

14. LOOKED AFTER CHILDREN, PREVIOUSLY LOOKED AFTER CHILDREN AND CHILDREN IN KINSHIP CARE ARRANGEMENTS

The school recognises the heightened safeguarding vulnerability of Looked After Children and Previously Looked After Children.

The **Designated Teacher is Diana Roig, Deputy Headteacher.**

The DSL and Designated Teacher will work closely with:

- social workers;
- foster carers and other carers;
- parents where appropriate;
- the Tower Hamlets Virtual School;
- Personal Advisers for care leavers; and
- other relevant professionals.

The Designated Teacher will promote educational achievement and work with the Virtual School to ensure that appropriate support and funding is used to meet needs identified through Personal Education Plans.

The school will also work with the Tower Hamlets Virtual School to promote the attendance, attainment and progress of children in kinship care.

Kinship care includes arrangements where children are cared for by relatives or family friends who are not their parents, including some Private Fostering arrangements, Special Guardianship Orders and Child Arrangements Orders.

15. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with SEND or physical health conditions can face additional safeguarding challenges.

This is particularly significant at Beatrice Tate because all students have SEND and many have significant communication, sensory, physical and health needs.

Additional safeguarding barriers can include:

- adults assuming that behaviour, mood or injury relates to disability without further exploration;
- increased vulnerability to isolation, peer exclusion and bullying;
- disproportionate impact from bullying without outward signs;
- not understanding that what is happening is abuse;
- communication barriers when reporting abuse;
- dependence on adults for care;
- the need for intimate and personal care;
- limited ability to resist or avoid abusive situations;
- difficulties understanding the impact or consequences of behaviour;
- difficulty distinguishing fact from fiction in online content; and
- increased vulnerability to online manipulation or exploitation.

For some disabled children, dependence upon parents, carers and professionals for practical assistance, personal care, communication and mobility may increase vulnerability.

Staff must never assume that disability explains a change in behaviour, mood, physical presentation, injury or wellbeing without further professional curiosity.

Safeguarding arrangements are made accessible through students' individual communication systems. These may include:

- speech;
- signing;
- symbols;
- objects of reference;
- photographs;
- communication books;
- AAC;
- switches;
- eye-gaze;
- gesture;
- facial expression;
- body language; and
- changes in behaviour or presentation.

Staff who know students well are expected to recognise significant changes in their usual presentation.

Students' dependence upon adults for intimate care, feeding, physical support, mobility, medication and communication places particular importance on professional boundaries, agreed procedures, dignity and careful safeguarding oversight.

All staff receive safeguarding training that addresses the additional barriers experienced by students with SEND.

15.1. *Children with Medical Conditions*

Children with medical conditions may face additional safeguarding vulnerabilities, particularly where a condition affects communication, independence, emotional wellbeing or attendance.

Safeguarding concerns may arise where:

- relevant medical information is withheld;
- essential medication is repeatedly unavailable;
- essential treatment or equipment is not provided;
- necessary appointments are repeatedly missed;
- a student's health needs are persistently unmet; or
- their medical condition is used in a way that puts them at increased risk of abuse, neglect or exploitation.

Where this gives rise to a safeguarding concern, the school will take appropriate action, including referral to Children's Social Care where required.

16. CHILDREN ABSENT FROM EDUCATION AND CHILDREN MISSING EDUCATION

The school closely monitors attendance and absence.

A child being absent from education, whether prolonged or repeated, can be an important warning sign of:

- abuse or neglect;
- child sexual abuse;
- child sexual exploitation;
- child criminal exploitation;
- forced marriage;
- FGM;
- risk of travelling to conflict zones; or
- other safeguarding concerns.

The school follows the statutory guidance *Working Together to Improve School Attendance* and its own Attendance Policy.

Daily absence and persistent absence will be addressed as soon as problems emerge and, where appropriate, considered as part of an Early Help response.

Particular attention will be given to children already known to be vulnerable, including Looked After Children and children known to a social worker.

Beatrice Tate recognises that some students experience legitimate disability or medical-related absence. Staff must nevertheless avoid automatically attributing repeated or unexplained absence to SEND or medical conditions without appropriate enquiries.

Where a student does not return and their whereabouts cannot be established, the school will make reasonable enquiries and follow Tower Hamlets Children Missing Education procedures.

17. ELECTIVE HOME EDUCATION

Parents have a legal right to electively home educate their child. However, home education can make some children less visible to services responsible for keeping them safe.

Where a parent notifies the Headteacher of an intention to electively home educate, the school will follow Tower Hamlets procedures and seek to coordinate a meeting involving:

- the local authority;
- relevant school staff;
- the parent/carer; and
- key professionals working with the child and family.

This should take place before a final decision wherever possible so that the child's educational and safeguarding needs can be considered fully.

This is especially important where the student:

- has SEND;
- is known to a social worker; or
- has other known safeguarding vulnerabilities.

18. WHISTLEBLOWING

All staff have a responsibility to raise concerns about:

- poor safeguarding practice;
- unsafe practice;
- misconduct; and
- potential failures within the school's safeguarding arrangements.

Staff should follow the school's **Whistleblowing Policy**.

Where staff feel unable to raise an issue internally, or believe genuine concerns are not being addressed, external routes are available.

This includes the NSPCC Whistleblowing Advice Line:

0800 028 0285

19. REPORTING OF ALLEGATIONS AGAINST STAFF AND CONCERNS THAT DO NOT MEET THE HARM THRESHOLD

Allegations of harm may indicate that an adult working with children poses a risk to children.

An allegation arises where a person working with children has:

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

All allegations concerning staff, supply staff, trainee teachers, volunteers, contractors or governors must be reported **directly to the Headteacher** and recorded in writing, signed and dated.

Where the allegation concerns the Headteacher, it must be reported directly to **Gill Ritchie, Chair of Governors**.

On receipt of an allegation, the Headteacher will make immediate contact with the LADO for an initial discussion. Where the allegation concerns the Headteacher, the Chair of Governors will contact the LADO.

When an allegation concerns a supply member of staff, the Headteacher remains the case manager and will lead contact with the LADO.

Where an allegation concerns an individual or organisation using the school premises to provide activities involving children, the Headteacher will seek LADO advice.

Historical allegations or allegations concerning staff who no longer work at the school will be referred appropriately, including to the police where required.

19.1. Local Authority Designated Officer

Melanie Benzie

020 7364 0677

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19.2. Concerns That Do Not Meet the Harm Threshold

Concerns about staff that do not initially appear to meet the allegation criteria are referred to as **concerns that do not meet the harm threshold**, sometimes called low-level concerns.

The term does **not** mean that they are insignificant.

Staff must report and self-report all such concerns in accordance with the school's **Staff, Governors and Volunteers Code of Conduct**.

This applies to conduct occurring:

- within school;
- outside school; and
- online.

Concerns will be reviewed by the Headteacher and LADO advice sought where appropriate.

All staff must understand their responsibility to report concerns about adult conduct, irrespective of how small or insignificant they may initially appear.

20. STAFF SAFEGUARDING TRAINING INCLUDING TRAINING FOR GOVERNORS

All staff and governors receive compulsory safeguarding and child protection training as part of induction and regular updates thereafter.

Training includes:

- safeguarding and child protection procedures;
- recognising abuse, neglect and exploitation;
- the additional safeguarding vulnerabilities of children with SEND;
- online safety;
- filtering and monitoring;
- Prevent;
- child-on-child abuse;
- sexual violence and sexual harassment;
- Early Help and Family Help;
- allegations against adults;
- concerns that do not meet the harm threshold;
- whistleblowing;
- recording and reporting safeguarding concerns; and
- local safeguarding priorities.

Staff read at least Part One of *Keeping Children Safe in Education 2026* and are expected to keep their safeguarding knowledge up to date.

Staff who miss scheduled safeguarding training must complete appropriate catch-up training promptly.

Staff receive regular safeguarding updates throughout the year through briefings, training, bulletins and other communications.

The DSL and DDSs undertake specialist DSL training and appropriate updates.

Governors receive safeguarding and child protection training sufficient to enable them to provide strategic challenge and assurance that effective arrangements are in place.

21. VISITORS

All visitors must report to Reception on arrival, sign in and provide proof of identity where requested.

Visitor badges must be worn and clearly visible.

Visitors without appropriate DBS clearance must not:

- work unsupervised with students; or
- move around the school unaccompanied while students are present.

Visitors must maintain professional boundaries.

Some students may seek physical reassurance. Visitors should respond appropriately but must not initiate or reciprocate physical contact.

Mobile phones must not be used in student areas, including Reception.

Visitors must not take photographs, video or audio recordings on personal devices.

Visitors must report any safeguarding concern immediately to a Safeguarding Lead.

Where a social worker, police officer or other professional attends the school to undertake statutory work with a student, the school retains responsibility for the student's safeguarding.

The school recognises the requirement for an appropriate adult to support a child where applicable under PACE Code C.

22. VOLUNTEERS

Volunteers will be subject to safeguarding checks proportionate to their role.

From September 2026, volunteers undertaking teaching, training, instruction or supervision of children frequently, on more than three days in a 30-day period, or overnight, are engaged in regulated activity and will require appropriate DBS checks, including children's barred-list information where required.

Volunteers not undertaking regulated activity will be subject to a written risk assessment to determine:

- appropriate vetting;
- DBS requirements; and
- supervision arrangements.

No volunteer will undertake regulated activity until the appropriate safeguarding checks are complete.

23. ALTERNATIVE PROVISION PROVIDERS

Where Beatrice Tate places a student with an Alternative Provision provider, the school remains responsible for safeguarding that student.

The school will maintain a written record of:

- where the student is based during school hours;
- the address of the Alternative Provision;
- any subcontracted provision; and
- any satellite sites attended.

Placements will be reviewed at least half-termly to assure the school that:

- the student is attending;
- the provision remains safe;
- safeguarding arrangements remain appropriate; and
- the placement continues to meet the student's needs.

Where safeguarding concerns arise, the school will immediately review the placement and consider termination unless and until those concerns have been satisfactorily addressed.

Written assurance will be obtained that appropriate safeguarding checks have been undertaken on adults working at the provision.

Providers must also inform the school of changes that could affect safeguarding, including relevant staffing changes.

24. EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

This policy and the school's safeguarding procedures apply to all school-managed activities, including activities taking place away from the school site.

Educational visits, residential visits and off-site activities will be appropriately risk assessed.

Where another organisation provides activities or services separately, the school will seek assurance that appropriate safeguarding policies and procedures are in place.

Where external organisations use school premises for activities involving children, safeguarding requirements will form part of the lease or hire agreement.

Failure to comply with safeguarding requirements may result in termination of the agreement.

25. IDENTIFYING ABUSE

Abuse and neglect are forms of maltreatment.

Someone may abuse or neglect a child by:

- inflicting harm; or
- failing to act to prevent harm.

Abuse may be perpetrated by adults or other children.

Children can experience harm outside the family home, including through:

- sexual exploitation;
- criminal exploitation;
- serious youth violence;
- peer groups;
- community settings; and
- online environments.

Staff should therefore consider **contextual safeguarding** and whether risks exist in environments outside the home.

26. INDICATORS OF ABUSE

26.1. *Physical Abuse*

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm.

Physical harm may also arise where symptoms of illness are fabricated or illness is deliberately induced.

At Beatrice Tate, staff must not automatically attribute unexplained injuries to disability, mobility difficulties, specialist equipment or self-injurious behaviour.

26.2. *Sexual Abuse*

Sexual abuse involves forcing or enticing a child to take part in sexual activities, whether or not the child understands what is happening.

It may include:

- penetrative acts;
- non-penetrative sexual acts;
- sexual touching;
- involving children in sexual images;

- forcing children to watch sexual activity;
- encouraging children to behave sexually;
- grooming; and
- online sexual abuse.

Sexual abuse can be perpetrated by adults or other children.

26.3. Emotional Abuse

Emotional abuse is persistent emotional maltreatment that causes severe and adverse effects upon emotional development.

It can involve:

- telling children they are worthless or unloved;
- deliberately silencing children;
- making fun of how a child communicates;
- imposing developmentally inappropriate expectations;
- preventing normal social interaction;
- serious bullying;
- making children feel frightened or in danger;
- exploitation; or
- corruption.

For students who rely upon communication aids or adult-supported communication, deliberately preventing or restricting access to communication may be particularly significant.

26.4. Neglect

Neglect is persistent failure to meet a child's basic physical and/or psychological needs.

It may include failure to:

- provide adequate food, clothing or shelter;
- protect a child from harm;
- provide adequate supervision;
- obtain necessary medical care; or
- meet emotional needs.

For Beatrice Tate students, neglect may also include persistent failure to provide necessary:

- medication;
- nutrition or hydration;
- specialist equipment;
- positioning;
- personal care;
- communication aids;
- medical treatment; or

- other disability-related support.

27. VOICE OF THE CHILD

All those responsible for safeguarding must recognise that it can take considerable courage for a child to communicate concerns or speak about abuse.

Children may:

- feel embarrassed or humiliated;
- have been threatened;
- not feel ready to tell someone;
- not know how to explain what has happened;
- not realise that their experience is harmful; or
- have significant communication barriers.

Behaviour can sometimes be the first indication that a child has experienced harm.

Staff will therefore demonstrate professional curiosity and take a safeguarding approach to significant changes in behaviour or presentation.

At Beatrice Tate, **voice of the child does not mean spoken voice alone.**

Students may communicate their wishes, feelings, distress or concerns through:

- speech;
- signing;
- symbols;
- objects of reference;
- communication aids;
- AAC;
- switches;
- eye gaze;
- gesture;
- facial expression;
- movement;
- body language;
- changes in behaviour;
- withdrawal or avoidance;
- emotional responses; or
- changes from usual presentation.

Staff should understand students' individual communication profiles and build safe and trusting relationships that support communication.

The school's reporting systems will be made as accessible as possible to students and promoted through:

- trusted relationships with staff;
- accessible RSHE/PSHE teaching;
- individual communication systems;
- opportunities to express choices, feelings and preferences; and
- staff who understand students' usual presentation.

A student does not need to make a conventional verbal disclosure for staff to raise a safeguarding concern.

28. SAFEGUARDING ISSUES

Safeguarding issues often overlap. A child experiencing one form of harm may be exposed to other forms of abuse, neglect or exploitation.

Staff should therefore consider the student's circumstances holistically and report concerns to the DSL.

29. CHILD SEXUAL EXPLOITATION

Child Sexual Exploitation (CSE) is a form of child sexual abuse.

It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity:

- in exchange for something the child wants or needs;
- for the financial or status advantage of another person; and/or
- through violence or threats of violence.

CSE can be committed or facilitated by an individual, group, organised network or gang.

Children may be moved or trafficked for the purpose of exploitation.

A child may have been sexually exploited even where sexual activity appears consensual.

Factors that can increase vulnerability include:

- learning difficulties;
- communication difficulties;
- cognitive ability;
- age;
- gender;
- sexual identity;
- physical strength;
- status; and
- access to resources.

CSE can occur physically, online or through a combination of both.

Indicators can include:

- possession of multiple phones;
- anxiety about checking phones;
- sudden behavioural changes;
- wanting to leave school unexpectedly;
- relationships with older individuals;
- unexplained gifts or possessions;
- association with others involved in exploitation;
- changes in emotional wellbeing;
- drug or alcohol misuse;
- periods of going missing; and
- persistent absence from education.

All concerns must be reported immediately to the DSL.

Age and developmentally appropriate learning about relationships, consent, exploitation and personal safety is provided through RSHE and the wider curriculum.

30. CHILD CRIMINAL EXPLOITATION INCLUDING COUNTY LINES

Child Criminal Exploitation (CCE) occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity.

This can occur:

- in exchange for something the child needs or wants;
- for another person's financial or other advantage;
- through violence or threat; and/or
- through technology.

Criminal exploitation may include children being coerced into:

- moving drugs or money;
- working in cannabis factories;
- theft;
- shoplifting;
- pickpocketing;
- vehicle crime;
- carrying weapons; or
- serious violence.

Children can become trapped through threats, violence and fabricated debt.

The fact that a child appears to agree to criminal activity does not mean that exploitation has not occurred.

Children involved in offending may simultaneously be victims.

30.1. County Lines

County lines involves gangs or organised networks supplying drugs using dedicated telephone or other communication lines.

Children may be exploited to move, store or sell:

- drugs;
- money; or
- other items.

Recruitment can occur in schools, special schools and online.

Indicators can include:

- unexplained travel away from home;
- being found in unfamiliar locations;
- serious violence;
- involvement with weapons;
- unexplained money or possessions;
- multiple phones;
- drug-related phone activity;
- concealing drugs internally;
- being found in a 'trap house' or cuckooed property;
- owing debts to exploiters; or
- bank accounts being used for criminal activity.

Where exploitation is suspected, the school will consider completing the **Tower Hamlets Exploitation Screening Tool** to support the assessment of risk and will refer to **MAST** as appropriate.

31. SERIOUS YOUTH VIOLENCE

Staff will be alert to indicators that a student may be at risk from or involved in serious violence.

Indicators can include:

- increased absence;
- disrupted education;
- history of offending;
- changes in friendships;
- relationships with older individuals or groups;
- decline in educational engagement;
- self-harm;
- significant changes in wellbeing;
- unexplained injuries; and

- unexplained gifts or possessions.

Children may be both victims and perpetrators.

Staff will consider whether involvement in violence forms part of a wider safeguarding concern.

32. ONLINE HARMS

Children have a right to explore digital environments safely.

Technology can facilitate:

- child sexual exploitation;
- child criminal exploitation;
- grooming;
- radicalisation;
- cyberbullying;
- child-on-child abuse;
- sexual harassment;
- sharing nudes and semi-nudes;
- misogynistic abuse;
- financial exploitation;
- self-harm content;
- suicide-related content; and
- other forms of harm.

Artificial Intelligence can provide educational benefits but also creates significant safeguarding risks, including AI-generated sexualised images and videos of children.

Online and face-to-face harm frequently overlap.

The same standards of respectful behaviour expected offline apply online.

The school's approach addresses four categories:

32.1. *Content*

Exposure to harmful or illegal content, including:

- pornography;
- racism;
- prejudice;
- misogyny;
- misinformation;
- disinformation;
- conspiracy material;
- self-harm;
- suicide;

- antisemitism;
- radicalisation; and
- extremism.

32.2. Contact

Harmful interaction with others, including:

- peer pressure;
- commercial contact;
- grooming;
- adults posing as children; and
- exploitation for sexual, criminal or financial purposes.

32.3. Conduct

Behaviour that increases the likelihood of harm, including:

- making, sending or receiving explicit images;
- sharing nudes and semi-nudes;
- pornography; and
- online bullying.

32.4. Commerce

Risks including:

- online gambling;
- inappropriate advertising;
- phishing;
- financial scams; and
- financial exploitation.

The school maintains and reviews an Online Safety Risk Assessment.

Where cybercrime is suspected, staff must report concerns to the DSL, who may consider referral to the Cyber Choices programme where appropriate.

32.5. Filtering and Monitoring

The school has appropriate filtering and monitoring systems in place for school devices and the school network.

The school will:

- identify roles and responsibilities for filtering and monitoring;
- formally review filtering and monitoring effectiveness at least annually;
- involve the relevant senior leader, DSL and IT support in the review;

- record reviews and checks;
- block harmful and inappropriate content without unreasonably affecting education; and
- maintain monitoring strategies appropriate to safeguarding needs.

Online safety is a running and interrelated theme across:

- safeguarding policy;
- curriculum;
- staff training;
- induction;
- the role of the DSL; and
- engagement with parents/carers.

Parents/carers will be supported with information and guidance to help them keep children safe online.

Students with SEND, Looked After Children, Previously Looked After Children and children known to a social worker may be particularly vulnerable in online environments.

Online safety education will therefore be tailored to students' individual developmental and communication needs.

33. DOMESTIC ABUSE

The Domestic Abuse Act 2021 recognises children as victims of domestic abuse in their own right where they see, hear or experience the effects of abuse.

Domestic abuse may include:

- physical abuse;
- sexual abuse;
- emotional abuse;
- economic abuse;
- coercive control; and
- controlling behaviour.

Experiencing domestic abuse can have a serious and long-lasting impact on children's health, wellbeing, development and ability to learn.

Children can also experience abuse in their own intimate relationships.

Where safeguarding information involving domestic abuse is received, the school will seek advice from Children's Social Care and, where appropriate, a DASH Risk Assessment may be completed with the adult reporting domestic abuse.

33.1. *Operation Encompass*

Beatrice Tate School participates in **Operation Encompass**.

Where police attend a domestic abuse incident involving a household in which a child lives, relevant information may be shared with the DSL before the child attends school the following day.

The school will use this information to provide appropriate 'silent support' and consider whether further safeguarding action is necessary.

34. SO-CALLED HONOUR-BASED ABUSE

So-called honour-based abuse encompasses incidents or crimes committed to protect or defend the perceived honour of a family or community.

It may include:

- Female Genital Mutilation;
- forced marriage;
- breast ironing;
- coercive control;
- physical abuse;
- emotional abuse; and
- other forms of harm.

All concerns must be reported immediately to the DSL.

34.1. *Female Genital Mutilation*

FGM is illegal and constitutes child abuse.

Teachers have a statutory duty to report directly to police where, in the course of their professional duties, they discover that FGM appears to have been carried out on a girl under 18.

Suspensions that a girl may be at risk of FGM must be reported immediately to the DSL and managed through safeguarding procedures.

34.2. *Forced Marriage*

Forced marriage occurs where one or both parties do not freely consent to marriage.

It is also an offence to cause a child to marry before their 18th birthday, whether or not coercion is used.

Concerns must be reported to the DSL immediately.

35. RADICALISATION AND EXTREMISM

The school recognises its responsibilities under the Prevent Duty.

Radicalisation refers to the process through which a person comes to support terrorism or extremist ideologies associated with terrorist groups.

Staff should be alert to potential indicators and report concerns to the DSL.

The DSL will assess the concern and may:

- seek advice from local Prevent services;
- make a referral to Channel;
- refer to Children's Social Care; or
- contact police where necessary.

In an emergency, staff should contact the police.

Online filtering, monitoring and safeguarding education form an important part of the school's preventative approach.

36. CHILD-ON-CHILD ABUSE INCLUDING HARASSMENT AND VIOLENCE

Children can abuse other children.

Child-on-child abuse can occur:

- inside or outside school;
- online;
- face-to-face; or
- across several environments at the same time.

It may include:

- bullying;
- cyberbullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- harmful sexual behaviour;
- abuse within intimate relationships;
- sharing sexual imagery;
- upskirting;
- coercion;
- initiation or hazing;
- discriminatory abuse; and
- prejudice-based abuse.

The school maintains an attitude that **it could happen here**.

Abuse will never be dismissed as:

- banter;
- joking;
- part of growing up; or
- inevitable behaviour between children.

The school will challenge inappropriate, discriminatory and sexualised behaviour.

At Beatrice Tate, staff must consider:

- developmental understanding;
- communication needs;
- cognitive ability;
- vulnerability;
- the impact of behaviour;
- intent where this can reliably be established;
- power imbalance; and
- the needs of all students involved.

The fact that behaviour may be related to SEND does not remove the school's responsibility to safeguard other students.

A student who displays harmful behaviour may themselves be a victim or have unmet safeguarding needs.

All concerns must be reported to the DSL.

37. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Sexual violence and sexual harassment can occur between children of any age and sex.

They can take place:

- face-to-face;
- online;
- between individuals;
- within groups; or
- as part of wider harmful sexual behaviour.

The school has a **zero-tolerance approach** to sexual violence and sexual harassment.

It will never be tolerated or normalised.

Staff should challenge inappropriate sexualised behaviour and language.

When a report is received, the student must be:

- listened to;
- taken seriously;
- reassured;
- supported; and
- kept safe.

A student must never be made to feel that they have caused a problem by reporting abuse or be made to feel ashamed.

The DSL will consider:

- the wishes and feelings of the student;
- age and developmental understanding;
- communication needs;
- the nature of the alleged incident;
- whether it may constitute a criminal offence;
- any power imbalance;
- whether behaviour is repeated;
- the risk to the student or others;
- the wider context;
- SEND-related vulnerabilities;
- whether Children's Social Care should be involved; and
- whether a police referral is required.

The school will complete appropriate risk and needs assessments and establish support arrangements for:

- the student who experienced the behaviour;
- the student alleged to have displayed the behaviour; and
- other students affected.

Where a criminal investigation is taking place, the school will cooperate with police and Children's Social Care while continuing to meet its safeguarding responsibilities.

Safeguarding and disciplinary action may take place alongside external investigations where appropriate.

38. YOUTH PRODUCED SEXUAL IMAGERY

The making or sharing of nudes and semi-nudes by children is a safeguarding issue.

This includes images that are:

- photographed;
- recorded;
- digitally manipulated; or

- wholly generated using Artificial Intelligence.

Staff becoming aware of an incident must report it immediately to the DSL.

Staff must **not**:

- ask a student to send them an image;
- copy imagery;
- print imagery;
- distribute imagery;
- unnecessarily view imagery;
- ask a student to delete imagery before the DSL has assessed the situation; or
- conduct their own investigation.

The DSL will assess:

- immediate risk;
- whether coercion, blackmail or grooming is involved;
- developmental understanding;
- whether an adult is involved;
- whether Children's Social Care should be contacted;
- whether police involvement is necessary;
- whether parents/carers should be informed; and
- what support is necessary.

The school will follow current safeguarding guidance for responding to incidents of youth-produced sexual imagery.

39. BULLYING INCLUDING CYBERBULLYING

Bullying can take many forms and may constitute a safeguarding concern.

This includes:

- physical bullying;
- verbal bullying;
- discriminatory bullying;
- prejudice-based bullying;
- relational bullying; and
- cyberbullying.

Where behaviour presents a safeguarding risk it will be managed under this policy as well as the Behaviour Support Policy.

All concerns relating to significant bullying should be reported to the DSL.

40. HOMELESSNESS

Being homeless or at risk of homelessness can present a safeguarding risk.

Indicators may include:

- unstable accommodation;
- frequent moves;
- temporary accommodation;
- family breakdown;
- overcrowding;
- financial hardship; or
- threats of eviction.

The DSL will work with parents/carers and appropriate housing, Early Help, Family Help and safeguarding agencies.

41. CHILDREN AND THE COURT SYSTEM

Children may be required to provide evidence in criminal proceedings or become involved in family court proceedings.

Court involvement can be distressing and confusing.

The school will provide appropriate emotional and practical support and work with parents/carers and other professionals where necessary.

42. CHILDREN WITH FAMILY MEMBERS IN PRISON

Children with a family member in prison may experience:

- stigma;
- isolation;
- financial difficulty;
- changes to caring arrangements;
- emotional distress; or
- additional responsibilities.

The school will remain alert to safeguarding implications and provide appropriate support.

43. PRIVATE FOSTERING

A private fostering arrangement occurs where a child under 16, or under 18 if disabled, is cared for for 28 days or more by someone who is not their parent or close relative under a private arrangement.

Any member of staff who becomes aware of a possible private fostering arrangement must inform the DSL.

The DSL will ensure that Tower Hamlets Children's Social Care is notified as required.

44. YOUNG CARERS

A young carer is a child who provides care for another person.

This care may be:

- personal;
- practical; or
- emotional.

No young carer should undertake caring responsibilities that are inappropriate or excessive or that negatively affect their:

- education;
- health;
- wellbeing; or
- life opportunities.

The school is committed to identifying young carers, including those whose caring role is hidden.

The **DSL will lead the school's approach to young carers.**

Where a young carer is identified, the DSL or DDSL will speak with the child, using the Tower Hamlets Young Carers Identification Tool where helpful.

Young carers have a right to an assessment of their needs.

Where a student or their family requires support beyond that which the school can provide, the DSL or DDSL will refer to **MAST** so that a Young Carers Assessment can be undertaken.

The Tower Hamlets Young Carers Identification Form will be completed and attached to the MAST referral where required.

45. CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Staff should be alert to community safeguarding incidents including:

- child abduction;
- attempted abduction;
- unsafe adults;

- community conflict;
- serious violence;
- gang activity; and
- other local threats to children's safety.

Students should be supported, at an appropriate developmental level, to understand relevant risks.

Concerns should be reported to the DSL and shared with police or other agencies where required.

46. MODERN SLAVERY

Modern slavery includes:

- human trafficking;
- slavery;
- servitude;
- forced labour; and
- exploitation.

Children experiencing criminal or sexual exploitation may also be victims of modern slavery.

Indicators can overlap with CSE, CCE and county lines.

Where the school suspects that a child may be a victim of modern slavery, the DSL will make appropriate safeguarding referrals and work with Children's Social Care in relation to the National Referral Mechanism where applicable.

47. TAKING SAFEGUARDING ACTION

All staff must act immediately when they have a concern about a student's safety or welfare.

Where a student is in immediate danger, necessary emergency action must be taken, including calling **999**.

When a safeguarding concern arises, staff must:

- respond calmly;
- listen and observe carefully;
- take the student's communication seriously;
- not promise confidentiality;
- avoid asking leading questions;
- not undertake their own investigation;
- share information only with those who need to know;
- report the concern to the DSL or DDSL **as soon as possible and no later than the end of the school day**;
- complete an accurate record using the **Incident/Behaviour/Observation Form**; and
- seek support from an appropriate manager if they are distressed by what has been shared.

Where a student appears to be suffering or likely to suffer significant harm, staff should ensure that a referral to Children's Social Care is made without delay.

Any member of staff can make a referral.

If a staff member makes a referral directly, they must inform the DSL as soon as possible.

48. EARLY HELP

All staff are trained and prepared to identify students who may benefit from **Early Help**.

Early Help means providing support as soon as a problem emerges at any point in a child's life.

Support may be provided through:

- the school's own systems and resources;
- universal services;
- community-based Early Help services;
- Local Authority services;
- external agencies; and
- targeted Family Help arrangements.

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 children may benefit from Early Help at some point, but children with known vulnerabilities may be particularly likely to need it.

Staff should be alert to emerging concerns and report them to the DSL so that support can be considered before difficulties escalate.

The DSL will work with relevant partners to ensure children and families receive the right support at the right time.

Where needs cannot be met through universal or community-based support alone, the DSL may work with partner agencies to access **Family Help services**.

The school will:

- contribute relevant information to assessments;
- participate in planning;
- participate in reviews;
- work with parents/carers;
- cooperate with partner professionals; and
- continue supporting the student throughout any Family Help intervention.

The DSL will contact the LBTH MAST for support and advice if required: 020 7364 5006 (Option 3) 020 7364 3444/5601/5606/5358/7796

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.

MAST:

020 7364 5006 (Option 3) 020 7364 5601/5606/5358/7796

Child Protection Advice Line

020 7364 3444

Where an Early Help or Family Help intervention is not improving the child's circumstances, or safeguarding concerns increase, the DSL will consider whether referral to Children's Social Care is required.

49. HANDLING THE REPORTING OR SHARING OF CONCERNS

It can take considerable courage for a child to report abuse.

A student may:

- fear the person harming them;
- have been threatened;
- have lost trust in adults;
- believe they are responsible for what happened;
- not understand that what is happening is abusive; or
- have difficulty communicating the experience.

All staff must reassure students that:

- they are being taken seriously;
- they will be supported;
- they will be kept as safe as possible; and
- they have done the right thing by communicating their concern.

A student should never be made to feel that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Staff should never promise that they will keep abuse secret.

When a student reports or communicates a concern, staff should:

- allow the student to communicate freely;
- remain calm;
- allow silence and additional processing time;
- use the student's established communication system;
- refrain from leading questions;
- clarify only where necessary;
- explain, in an accessible way, what will happen next;
- inform the DSL as soon as possible;
- record the concern accurately on My Concern; and
- seek support if personally distressed.

For Beatrice Tate students, staff must recognise that a disclosure may be:

- partial;
- indirect;
- communicated through AAC;
- communicated through behaviour;
- expressed through gesture or body language; or
- identified through a significant change in presentation.

A concern must not be discounted because the student cannot provide a conventional verbal account.

Informing Parents/Carers

Parents/carers will normally be informed of safeguarding concerns where it is appropriate and safe to do so.

Parents/carers will **not** be informed before advice is obtained where doing so:

- may increase the risk to the child;
- may place another person at risk;
- may compromise an investigation;
- may result in evidence being lost; or
- is otherwise contrary to the child's best interests.

In these circumstances, the DSL will seek advice from Children's Social Care and/or police.

50. CONFIDENTIALITY AND INFORMATION SHARING

Effective safeguarding depends upon timely information sharing.

Staff must never assume that somebody else will take action or share information that may be critical to keeping a child safe.

Serious safeguarding reviews repeatedly demonstrate the risks created when agencies fail to share relevant information.

Safeguarding requires a high degree of confidentiality.

Staff should ordinarily discuss safeguarding concerns only with:

- the DSL;
- a DDSL;
- the Headteacher; or
- another person authorised as part of the safeguarding response.

The Data Protection Act 2018, UK GDPR and Data (Use and Access) Act 2025 do **not** prevent the sharing of information for the purpose of safeguarding children.

Information will be shared:

- lawfully;
- fairly;
- proportionately;
- accurately;
- securely;
- with relevant people; and
- at the appropriate time.

Consent is not always required before safeguarding information is shared.

Fears about information sharing must not stand in the way of action necessary to safeguard a child.

Where staff are unsure, they should consult the DSL.

Information-sharing decisions will be recorded, including:

- what information was shared;
- with whom;
- why it was shared; or
- why a decision was taken not to share it.

Safeguarding records are maintained securely on **My Concern** and access is restricted according to role and safeguarding need.

The school will ensure electronic safeguarding information is protected through appropriate cybersecurity arrangements consistent with relevant Department for Education standards.

When a student moves setting, relevant safeguarding information will be transferred securely and separately from the main student file.

51. 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:

020 7364 5006 (Option 3) 020 7364 5601/5606/5358/7796

Child Protection Advice Line:

020 7364 3444

The DSL will contact CPAL/MAST in the first instance to seek advice and guidance. When the DSL completes a MAST Request for Support form and sends it securely to the Multi-Agency Support Team, the referral form will be accurate and sufficiently detailed to enable the MAST to make a decision on the level of response required in accordance with the 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. However:

Any member of staff can make a referral to Children's Social Care.

Staff must not wait for the DSL where delay would place a child at increased risk.

Tower Hamlets Child Protection Advice Line / MAST

020 7364 3444

Children's Social Care Out of Hours Duty Team

020 7364 5006 – option 3

Emergency

999

Where a member of staff makes a referral directly, the DSL must be informed as soon as possible.

Following referral, the school will:

- continue supporting the student;
- cooperate with Children's Social Care;
- provide relevant information;
- participate in assessments and meetings where required; and

- monitor whether the child's circumstances improve.

Where the referrer does not receive information about the outcome within the expected timescale, the referral must be followed up.

If concerns persist or increase, further safeguarding action must be considered.

52. ESCALATION PROCEDURES

Beatrice Tate School recognises its responsibility to challenge professional decisions where it remains concerned that a child is not receiving an appropriate safeguarding response.

Professional disagreement must never result in a delay in safeguarding action.

Where concerns remain unresolved, the DSL will follow the [Tower Hamlets Safeguarding Children Partnership Multi-Agency Escalation and Resolution Policy](#).

Escalation may include:

- discussing the concern directly with the allocated practitioner;
- raising concerns with the practitioner's manager;
- escalating through increasingly senior management levels; and
- using the formal THSCP escalation process where necessary.

The school will maintain a written record of:

- the concern;
- professional discussions;
- actions requested;
- responses received;
- decisions taken; and
- further escalation where necessary.

The DSL will continue to escalate concerns until satisfied that the child's needs and risks have been appropriately considered and addressed.

53. RELATED SCHOOL POLICIES AND PROCEDURES

This policy should be read alongside:

- Safeguarding Adults at Risk Policy
- Staff, Governors and Volunteers Code of Conduct;
- Behaviour Support Policy and Principles;
- Attendance Policy;
- Whistleblowing Policy;
- Online Safety arrangements;
- Recruitment and Selection procedures;

- Recruitment of Ex-Offenders Policy;
- Data Protection Policy;
- Equality Policy;
- Relationships, Sex and Health Education Policy;
- Personal and Intimate Care procedures;
- Supporting Students with Medical Conditions Policy;
- Health and Safety Policy;
- Positive Handling procedures;
- Using Images Policy;
- Complaints Policy;
- Educational Visits procedures;
- Alternative Provision procedures, where applicable; and
- Visitor procedures.

54. APPENDIX 1 – MAST POSTER



Multi-Agency Support Team (MAST)
020 7364 3444 / 5601 / 5606 / 5358 / 7796 /
3342 / 7828 / 6469 / 3181

If there is a concern about the welfare of a child or young person and you would like to talk it through then you should contact the Tower Hamlets Children Services' Multi-Agency Support Team (MAST).

The Duty Officer will be able to discuss the concern, assist in deciding whether a referral is appropriate and facilitate the reporting of a referral in accordance with Tower Hamlets Safeguarding Children Partnership (THSCP) Procedures and to offer advice.

When there is a specific concern of a child protection nature whereby it is thought that a child has been harmed or at risk of being harmed then the MAST should then be contacted on 0207 364 3444 / 5601 / 5606 / 5358 / 7796 / 3342 / 7828 / 6469 / 3181 in the first instance to discuss the matter followed by the completion of the [LBTH MAST Request for Support Form](#) to MAST@towerhamlets.gov.uk.

The MAST operates between 9.00am and 5.00pm except at weekends and on public holidays. If the concern arises outside of the hours operated by the MAST and it is believed the child may be at immediate risk the Children's Social Care Emergency Out of Hours Duty Team or the Police should be contacted without delay.

Important contact information:

The Multi Agency Support Team (MAST) Note – information should only be emailed following prior discussion with the Duty Officer.	MAST@towerhamlets.gov.uk.
Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards and weekends)	020 7364 4079

September 2026



MULTI – AGENCY SUPPORT TEAM (MAST)

**0207 364 3444
/ 5601 / 5606 /
5358 / 7796 / 3342
/ 7828 / 6469 / 3181**

direct line 9.00am – 5.00pm weekdays
(excluding bank holidays)

Designated
Safeguarding

Lead:..... Diana Roig, Deputy Headteacher Date..... 01.09.2026

55. APPENDIX 2 - SCHOOL RECORD OF CONCERN FORM

Observation/Behaviour/Injury Incident Record



NAME/S INVOLVED	1.	2.
When/where did the incident happen?	Date:	Time: Location:
1. Antecedent/Triggers	2. What happened?	3. Calming and/or Team - teach strategy
Indicate precisely where injuries have or might have occurred:		
Form completed by:	Name:	Signature: Date:
Witnesses:	Name:	Signature: Date:

BEHAVIOUR CATEGORY [✓]					
Hitting Staff		Scratching		Biting	
Hitting Students		Spitting		Self-Injury	
Kicking		Hair/Clothes pull		Masturbation	
Sexualised Behaviour		Discrimination		Other (specify below)	
Other:					

GIVE TO HEADTEACHER OR DEPUTY HEADTEACHER IN PERSON

TYPE	ACTION REQUIRED	Responsible
RED	Nurse to be consulted. Nurse to telephone parents immediately	
AMBER	First aid to be given and recorded. HSL/Teacher to phone parents ASAP	
GREEN	No apparent injury but keep looking. HSL/Teacher to inform parents	
Accident	Accident (Blue) Book report necessary	
H-S BOOK	Home School Book communication sufficient	
BSP	Behaviour Support Plan to be reviewed	
Supervision/Routines	Supervision/Routines to be reviewed	
Health & Safety	Healthy and Safety concern (practice, environment or equipment)	
Immediate action required:		
Follow-up notes:		
Further action required:		
Headteacher/ Deputy Headteacher	Signature:	Date:

Updated March 2025

56. APPENDIX 3 - SAFEGUARDING PROCEDURES

If you have a concern about a child or young person

1. Recognise

Be alert to changes in:

- behaviour;
- communication;
- emotional presentation;
- appearance;
- health;
- attendance;
- relationships;
- personal care;
- engagement; or
- other aspects of the student's usual presentation.

2. Respond

Listen and respond using the student's established communication system.

Do not investigate or ask leading questions.

3. Record

Document using the **Observation/Behaviour/Injury Incident Record** form:

- what you observed;
- what the student communicated;
- the student's own words or communication wherever possible;
- relevant context; and
- any action taken.

4. Report

Report the concern immediately to:

Diana Roig – DSL

or, if unavailable:

Ania Dubinska – DDSL

Jack WalkerWoo – DDSL

Kerri Ovel – DDSL

If a child is in immediate danger, contact children's social care and/or the police without delay.

5. Continue to be professionally curious

- Do not assume someone else has reported the concern.
- Do not assume that a student's SEND explains a change in presentation.
- Do not wait for a verbal disclosure.
- Do not allow uncertainty about the significance of a concern to prevent you from reporting it.

57. APPENDIX 4 – MAST REQUEST FOR SUPPORT FORM

[MAST Request for Support Form](#)