CUBITT TOWN PRIMARY SCHOOL

Safeguarding and Child Protection Policy

2026–27

Every child grows • Every voice matters • Every day counts

Based on	LBTH Model Child Protection Policy (September 2026) and Keeping Children Safe in Education 2026
Approved by	Full Governing Body
Date approved	[date]
Review date	[September 2027] – reviewed at least annually
Headteacher	Robyn Bruce
Chair of Governors	Margaret Davies

Key safeguarding contacts

If you are worried that a child is at immediate risk of harm, call **999** and then tell a Designated Safeguarding Lead straight away.

Role	Name	Contact
Headteacher and Strategic Safeguarding Lead (DSL)	Robyn Bruce	Rbruce6.211@ctpschool.org
Designated Safeguarding Lead – Learning Mentor	Karen Ward	Kward12.211@ctpschool.org
Designated Safeguarding Lead – Parent Liaison Officer	Jacqui Jenkins	Jjenkins9.211 @ctpschool.org
Deputy DSL – Assistant Headteacher (Inclusion)	Angie Drew	
Designated Teacher for Looked After Children	Angie Drew	
Mental Health Lead	Emma Whitwam	
SENDCo	Angie Drew	
Senior leader for filtering and monitoring	Jacqui Jenkins /Connetix	
Safeguarding Link Governor and Chair of Governors	Margaret Davies	
School safeguarding email (monitored in holidays)		childprotection@ctpschool.org

Tower Hamlets and national contacts	Name	Contact
Multi-Agency Support Team (MAST)		020 7364 5006 (Option 3); 020 7364 5601 / 5606 / 5358 / 7796
Child Protection Advice Line (CPAL)		020 7364 3444
Local Authority Designated Officer (LADO)	Melanie Benzie	
Children Missing Education Officer	Saadia Anwer	020 7364 3426 / 07562 431 817; Saadia.Anwer@towerhamlets.gov.uk
Prevent, Hate Crime and Protective Security Programme Manager	Tom Llewellyn-Jones	Tom.Llewellyn-jones@towerhamlets.gov.uk; referrals: Prevent.referrals@towerhamlets.gov.uk
Police		999 (emergency); 101 (non-emergency)
NSPCC Whistleblowing Advice Line		0800 028 0285; help@nspcc.org.uk
Forced Marriage Unit		020 7008 0151; fmu@fcdo.gov.uk
DfE counter-extremism helpline		020 7340 7264; counter.extremism@education.gov.uk
Tower Hamlets Housing Options		Host@towerhamlets.gov.uk

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Our vision, values and safeguarding

At Cubitt Town Primary School, **together we strive for excellence**. Our promise to every child is: **Every child grows. Every voice matters. Every day counts.** This promise is in full effect as we seek to support and protect every child entrusted to our care.

Action taken to promote the welfare of children and protect them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child (Keeping Children Safe in Education 2026).

Every child grows	Every voice matters	Every day counts
Every child has the right to be safe so that they can learn, grow and thrive. We give extra help and protection to children who are more vulnerable, and act early so that problems do not escalate.	We listen to children – including those who communicate through behaviour or without words – and take every concern seriously. Staff, parents and carers are also heard when they raise a worry.	Every day we are vigilant. We follow up absence from the first day, report concerns straight away and never assume that someone else will act.

Our 6C values and safeguarding

Our six values describe how every adult and child in our community behaves. They underpin our whole-school approach to safeguarding:

Value	What it means for safeguarding at Cubitt Town
Care	The welfare of the child is paramount. Every child has trusted adults, and our learning mentors and inclusion team support children's wellbeing and mental health.
Communication	Children know who to talk to and how – in person, through class worry boxes or Toot Toot. Staff record and share concerns promptly on CPOMS, and we are open and honest with families.
Collaboration	Safeguarding is a team effort. We work closely with families, the Tower Hamlets Safeguarding Children Partnership, MAST, Early Help and other agencies.
Curiosity	Staff show professional curiosity. They notice changes in behaviour, ask sensitive questions and keep an 'it could happen here' attitude.
Challenge	We challenge poor or unsafe practice, prejudice, discrimination and inappropriate behaviour, and escalate concerns when a child's situation is not improving.
Commitment	Every adult completes safeguarding training and keeps up to date. We follow our procedures consistently, every day, so that every child is kept safe.

Ethos and environment

Cubitt Town Primary School is a vibrant school that serves a diverse population including all religions, faiths, cultures, family models and backgrounds. Staff working in our school cannot make assumptions based on their own experience of life to date. They must maintain an open mind whilst being vigilant to what is in the best interests of the child, and they must maintain an attitude of 'it could happen here' where safeguarding is concerned.

We recognise that no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Guided by our 6C values, we strive to create and maintain a safe learning environment where all pupils and adults feel safe, secure and valued and know they will be listened to and taken seriously. The school implements policies, practices and procedures which promote safeguarding and the emotional and physical wellbeing of pupils and staff. The London Borough of Tower Hamlets Early Help Strategy, the THSCP Levels of Need Guidance, Education, Health and Care Plans (EHCPs) and the Early Help Assessment (EHA) are embedded into everyday practice when responding to pupils' needs.

Pupils have access to an appropriate curriculum, including PSHCE, Relationships and Health Education, online safety and emotional health and wellbeing, which helps them to develop the skills they need to stay safe and healthy and to develop their self-esteem.

How this policy is made available

This policy is published on the school website so that staff, governors, parents, carers and visitors can access it. Paper copies are available from the school office on request.

For staff, the policy is saved in the 'Policies 2026–27' folder on the school's shared Google Drive, is shared during induction and annual safeguarding training, and is revisited in staff briefings. Rabia Begum or Shelley Juch in the school office can help anyone to locate a copy. Visitors are given a summary of our safeguarding procedures and the names of the Designated Safeguarding Leads when they sign in, and new parents are made aware of the policy when their child joins the school.

Review of this policy

This policy and our other safeguarding policies will be reviewed at least annually by the Designated Safeguarding Leads, the Headteacher and the Governing Body, unless new legislation, guidance or an incident calls for an immediate review. The experience and expertise of staff will be taken into account when policies are reviewed.

Other relevant policies

The Governing Body's responsibility for safeguarding goes beyond child protection. This policy complements and supports a range of other policies, including:

- Acceptable Use and Online Safety
- Anti-bullying
- Attendance
- Behaviour Regulation Policy and Statement of Behaviour Principles
- Breakfast Club and wraparound care
- Staff Code of Conduct (including concerns that do not meet the harm threshold)
- Complaints procedure
- Confidentiality, Data Protection, and Retention and Destruction
- Educational Visits
- Equality information and objectives
- First Aid and Supporting Pupils with Medical Conditions
- Health and Safety
- Intimate Care
- Looked After Children
- Managing allegations against staff
- Mobile Phones
- Physical intervention (use of reasonable force)
- PSHCE and Relationships and Health Education
- Safer Recruitment and Single Central Record
- SEND
- Visitors
- Whistleblowing

Most of these can be found on the school website. Policies that apply only to staff are in the policies folder on the shared drive.

Our commitment to safeguarding

At Cubitt Town Primary School, we are committed to ensuring that appropriate procedures are in place for responding to situations in which we believe that a child has been harmed or is at risk of harm, including where a member of staff is accused of, or suspected of, causing harm. This includes:

- maintaining children's welfare as a paramount concern – at all times we consider what is in the child's best interests;
- providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure that they will be listened to;
- providing suitable support and guidance so that pupils know how to approach adults if they are experiencing difficulties or are worried;
- including opportunities in the PSHCE curriculum for children to develop the skills they need to recognise, and stay safe from, abuse;
- ensuring all staff are alert to the signs of abuse and know they must report any concerns immediately to a Designated Safeguarding Lead;
- ensuring there is an effective, structured procedure to be followed by all members of the school community in cases of suspected abuse;
- monitoring children who have been identified as 'in need' or at risk of harm;
- keeping confidential records which are stored securely and shared appropriately with other professionals;
- establishing effective joint working with other agencies and contributing to assessments of need and support plans;
- operating safer recruitment procedures and ensuring all appropriate checks are carried out on staff, volunteers and other adults using our facilities;
- ensuring that staffing agencies are aware of our safeguarding procedures and are told of any concerns about agency staff;
- working with parents and carers to build an understanding of the school's duty to safeguard and promote the welfare of all children.

Scope of this policy

The procedures in this policy apply to all staff, including supply and agency staff, trainee teachers, volunteers, contractors, visitors and governors. All procedures have been written in accordance with Keeping Children Safe in Education 2026 and reflect local safeguarding arrangements, including the Tower Hamlets Safeguarding Children Partnership (THSCP) Supplementary Guidance on Child Protection Procedures and on the Management of Allegations and Concerns that do not meet the Harm Threshold (September 2026). Under section 175 of the Education Act 2002, the school has a duty to safeguard and promote the welfare of its pupils.

1. Core safeguarding principles

- The welfare of the child is paramount and underpins all discussions, decision making, and actions taken at the school.
- All concerns shared and reported by children will be taken seriously.
- All children have the right to have a life free from harm, regardless of age, gender, ability, culture, race, language, religion or sexual identity; all have equal rights to protection. This includes children's lives in digital and online environments.
- The child's wishes and feelings will always be taken into account 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 all pupils and staff involved in safeguarding and child protection issues receive appropriate support.

These six core principles are embedded within the school's safeguarding arrangements; underpin the school's safeguarding policies, procedures and systems; and pervade the whole-school approach to safeguarding at Cubitt Town Primary School.

2. Purpose of policy

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

3. Safeguarding legislation and guidance

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

Legislation

- Section 175 of the Education Act 2002 (maintained schools)
- The Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
- Human Rights Act 1998
- The Equality Act 2010
- Data protection legislation, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- The Safeguarding Vulnerable Groups Act 2006

Guidance

- Working Together to Safeguard Children 2023 (HM Government, December 2023, updated 18 March 2026)
- Keeping Children Safe in Education 2026 (Department for Education, 1 September 2026)
- Information Sharing: advice for practitioners providing safeguarding services (DfE, 2015, updated May 2024)
- What to do if you're worried a child is being abused (DfE, March 2015)
- Early Years Foundation Stage statutory framework for group and school-based providers (effective 1 September 2026)
- The Equality Act 2010 and schools (DfE, updated 28 June 2018)

- Teachers' Standards 2012 (updated 13 December 2021)

4. Pan-London and Tower Hamlets Safeguarding Children Partnership guidance

- London Child Protection Procedures, revised 8th edition (London Safeguarding Children Board, 30 March 2026)
- Tower Hamlets Safeguarding Children Partnership Levels of Need Guidance (September 2023)
- THSCP Supplementary Guidance for Schools and Education Settings on Child Protection Procedures (September 2026)
- THSCP LADO Procedures and Flowchart on allegations made against staff working in the children's workforce
- THSCP 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)
- THSCP Multi-Agency Escalation and Resolution Policy

5. Tower Hamlets Safeguarding Children Partnership

The Children Act 2004, as amended by the Children and Social Work Act 2017, established the Tower Hamlets Safeguarding Children Partnership (THSCP). The Partnership coordinates the work of all agencies and ensures that this work is effective in achieving the best outcomes for Tower Hamlets children. The three statutory safeguarding partners have published arrangements to work together to safeguard and promote the welfare of local children. More information is available at www.thscp.org.uk.

In accordance with Working Together to Safeguard Children 2023, the school is a protective factor for all children, especially the most vulnerable, and has a pivotal role in local multi-agency safeguarding arrangements. The school has been named as a 'relevant agency' and is under a statutory duty to cooperate with the THSCP multi-agency arrangements, including responding to safeguarding audits of quality and compliance.

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

6. Local authority strategy

In recognition of the school's pivotal role in the local safeguarding system, the implementation of this policy will support the school's contribution to improving outcomes for children in the borough, as set out in council strategy including:

- TH: Is Accelerate – The Tower Hamlets Children and Families Partnership Strategy 2024–2029
- Tower Hamlets Special Educational Needs, Disabilities and Inclusion Strategy 2024–2029
- Tower Hamlets Early Help Strategy 2025–28: Going further to make support easy to access for all families
- VAWG and Women's Safety Strategy 2024–2029
- Tower Hamlets Serious Violence and Exploitation Strategy

7. Key definitions

Safeguarding and promoting the welfare of children is:

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

Child protection refers to the processes followed to protect children who have been identified as suffering, or being at risk of suffering, significant harm. **Child** includes everyone under the age of 18. **Parent** refers to birth parents and other adults in a parenting role, for example step-parents, carers, foster carers and adoptive parents. **Staff** refers to all those who work for or on behalf of the school, full or part time, temporary or permanent, paid or voluntary.

8. Roles and responsibilities

The Governing Body

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

In accordance with the statutory requirement for a named governor to take leadership responsibility for safeguarding, the **Safeguarding Link Governor is Margaret Davies (Chair of Governors)**.

The Governing Body will ensure that:

- the Safeguarding Link Governor receives appropriate training, provides the Governing Body with information about safeguarding and Prevent, and liaises with the DSLs;
- the Headteacher is the Strategic Safeguarding Lead, taking strategic leadership responsibility for safeguarding, including Prevent;
- the DSLs undertake the required training, with refresher training at least every two years;
- the school's safeguarding policies are reviewed at least annually and the school complies with local safeguarding procedures;
- the school operates safer recruitment practices, including appropriate references and checks on staff and volunteers;
- procedures are in place for dealing with allegations against staff and volunteers, in line with local procedures;
- all staff and volunteers receive appropriate safeguarding training, updated at least annually;
- the school completes the THSCP/LA Section 175 School Safeguarding Audit;
- appropriate filtering and monitoring systems are in place and reviewed at least annually, without unreasonably restricting what children can be taught;
- children are taught about safeguarding, including online safety, as part of a broad and balanced curriculum, with continuity across the key stages.

The Headteacher

The Headteacher, **Robyn Bruce**, is responsible for ensuring that the school's Child Protection Policy and other safeguarding policies are communicated to, understood by and followed by all staff. In her absence, the member of staff deputising for her (**Angie Drew, Andrew Robertson, Marjina Begum or Chelsea Kerdachi**) takes this responsibility. The Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented and followed by all staff, including volunteers;
- the London Child Protection Procedures and THSCP guidance are followed;
- safer recruitment and selection of staff and volunteers is practised;
- the DSLs have sufficient time, resources, training, support and supervision to carry out their role;
- all staff have read Part 1 (or Annex A, where appropriate) of Keeping Children Safe in Education 2026 and have signed to confirm they have read, understood and will comply with it and with school policies, as well as Part 2 of the Teachers' Standards;
- temporary staff and volunteers are made aware of the school's safeguarding arrangements;
- staff and volunteers feel safe to raise concerns about poor or unsafe practice, and such concerns are addressed sensitively and effectively;
- parents and carers understand the school's responsibilities to promote the safety and welfare of its pupils.

The Designated Safeguarding Lead and deputies

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

Name	Role
Robyn Bruce	Headteacher – Strategic Safeguarding Lead and DSL
Karen Ward	Designated Safeguarding Lead – Learning Mentor
Jacqui Jenkins	Designated Safeguarding Lead – Parent Liaison Officer
Angie Drew	Deputy DSL – Assistant Headteacher (Inclusion); Designated Teacher for Looked After Children
Rabia Begum	Deputy DSL – School Office

The Deputy DSLs are trained to the same level as the DSLs and support them with safeguarding matters. If a DSL is unavailable, staff should contact a Deputy DSL or another member of the safeguarding team, who will deal with and record the concern and contact the DSL or the necessary authorities.

The school has robust arrangements to ensure safeguarding leadership is available during school hours and during out-of-hours activities, including Breakfast Club and wraparound care. The Headteacher should be contacted during school holidays if a DSL is not available. The school has a safeguarding email address that is monitored during holidays.

The role of the DSL includes:

- ensuring all staff read and understand the school's safeguarding policies and that procedures are followed;
- advising and supporting staff in carrying out their safeguarding duty;
- encouraging a whole-school approach to safeguarding, with the welfare of the child underpinning all systems, policies and decisions;
- promoting a culture of listening to the voice of the child, with formal and informal opportunities for that voice to be heard;
- making timely and accurate referrals to children's social care, the police or other agencies;
- keeping detailed, accurate and secure records of concerns and referrals;
- participating in strategy discussions, inter-agency meetings and child protection conferences;
- liaising with the case manager and the LADO where allegations are made against staff;
- supporting the school with the Prevent duty and advising staff on protecting children from radicalisation;
- understanding the risks associated with online safety, including the additional risks that children with SEND face online;
- transferring child protection files to a child's new school and proactively contacting the new school to support a safe transition;
- undertaking DSL refresher training at least every two years, attending the borough's termly safeguarding briefings and keeping up to date through regular updates (such as Andrew Hall's safeguarding briefings);
- ensuring this policy is reviewed annually, is publicly available, and that parents know that referrals may be made and the school's role in this.

Transition and child protection files

The DSL takes the lead on supporting pupils during standard and non-standard transition points. When a child leaves, the child protection file is transferred to the new school separately from the main pupil file, securely and within five days of the child starting there, and confirmation of receipt is obtained. The DSL will also consider sharing information in advance where this will help the new school to support the child from their first day.

If the school has not received the safeguarding records for a new pupil within the first five days of them starting, the school will proactively contact the previous school to request them.

All staff

All staff should recognise that, as frontline workers, they are in a vitally important position to identify concerns early, provide help and support to children, promote children's welfare, and prevent concerns from escalating. All staff have a responsibility to provide a safe environment in which children can learn, and to report safeguarding concerns immediately to a DSL.

AT CUBITT TOWN **How to report a concern:** record the concern on **CPOMS** and tell a DSL in person. If you cannot access CPOMS, use a **yellow Record of Concern form** (available from the school office) and hand it directly to a DSL or Deputy DSL.

When: immediately, and always before the end of the school day. If a child is in danger or at risk of immediate harm, speak to a DSL **straight away** – do not wait to write it up first.

What to record: a clear and factual summary of the concern, using the child's own words where possible, with the date, time and your name. Through the DSL's oversight, records also include how the concern was followed up and resolved, and any action taken, decisions reached and the outcome.

If in doubt about recording requirements or any safeguarding matter, staff should always speak to a DSL. All staff are expected to keep our 6C values at the core of their daily conduct and understand that they have a legal duty to safeguard children. The best interests of the child must be at the centre of all decisions and actions.

The role of the school is to contribute to the identification, referral and assessment of children in need and children at risk of significant harm. The school's role where there are child protection concerns is not to investigate, but to recognise and refer.

All staff understand that their conduct towards pupils must be beyond reproach. The Sexual Offences Act 2003 makes it an offence for a person over 18 in a position of trust to have a sexual relationship with a person under 18, even if the relationship is consensual.

9. Rights of the child

The school upholds the human rights of the child in accordance with the Human Rights Act 1998. It is unlawful for schools to act in a way that is incompatible with the European Convention on Human Rights. Specifically, the school embeds and upholds the following Convention rights across its safeguarding policies and procedures:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right), including a duty to protect individuals' physical and psychological integrity
- Article 14: all of the rights and freedoms in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: the right to education

In accordance with the Equality Act 2010, the school must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation. In line with our Equality Information and Objectives, the school is committed to supporting, and taking positive action for, children with particular protected characteristics who may be at a disadvantage and disproportionately vulnerable. In fulfilment of the Public Sector Equality Duty, the school has due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations.

AT CUBITT TOWN We make reasonable adjustments for disabled pupils, including those with long-term medical conditions, so that they can access our safeguarding systems – for example, visual supports, Widgit symbols and PECS so that all children can communicate a worry.

Our curriculum, oracy work and assemblies celebrate the diversity of our community and teach children to recognise and challenge prejudice. Prejudice-based incidents, including racism, are recorded, followed up and monitored by senior leaders.

As highlighted by the Child Q Safeguarding Practice Review, the school is aware that children from ethnically diverse groups are at risk of adultification, whereby their vulnerability as a child is reduced or set aside because of racial bias and stereotypes affecting professional judgement. All staff share the school's commitment to keeping equity, diversity and inclusion at the centre of our safeguarding culture.

The school shares the London Borough of Tower Hamlets' commitment to being an anti-racist borough and to tackling and eliminating race discrimination. Our policy on racist incidents acknowledges that repeated racist incidents, or a single serious incident, may lead to consideration under child protection procedures. The school, with other safeguarding partners, is fully committed to implementing the THSCP's Anti-Racist Charter (2025) across its safeguarding practice.

10. Children who may be potentially more at risk of harm

All staff should recognise that all children are vulnerable, but some children may be more vulnerable than others and at greater risk of harm. Children known to a social worker, Looked After Children and care leavers are likely to have suffered abuse at some point and may be more vulnerable to further abuse, including exploitation. Other children who may be more at risk include a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have an EHCP);
- has a mental health need;
- is a young carer;
- is pregnant and/or is a parent themselves;
- has exhibited early signs of abusive, violent and/or harmful behaviours;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement, organised crime groups or county lines;
- is frequently missing, or goes missing, from education, home or care;
- has been repeatedly removed from the classroom, has had multiple suspensions, is on a part-time timetable, or is at risk of permanent exclusion;
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a parent or carer in custody, or is affected by parental offending;
- is in a family circumstance presenting challenges, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of so-called honour-based abuse, such as female genital mutilation or forced marriage;
- is a privately fostered child;
- is persistently absent from education, including for part of the school day.

Staff must be more vigilant when these vulnerabilities are known and report all concerns immediately to a DSL.

11. Children in need of a social worker

Children who have been allocated a social worker may have experienced abuse, including neglect, and belong to families with complex circumstances. These children will have experienced adversity and trauma that can leave them vulnerable to further harm and educationally disadvantaged, affecting their attendance, learning, behaviour and mental health.

When making decisions about safeguarding, responding to concerns such as unauthorised and persistent absence, and providing pastoral and academic support, the school recognises that these children need enhanced support alongside that provided by statutory services. The school is also committed to supporting children who have had historic contact with a social worker, recognising that the impact of abuse and trauma lasts beyond the involvement of statutory services. The school will cooperate with the Tower Hamlets Virtual School, which has a non-statutory responsibility for the strategic oversight of the attendance, attainment and progress of children known to a social worker.

AT CUBITT TOWN The DSLs make sure that relevant staff know which children in their class have, or have had, a social worker, so that they can be especially vigilant and provide extra support. Staff should report any new concern about these children, or about a child who has previously had social worker involvement, **immediately** to a DSL, who will consider next steps and additional support, and share the information with the allocated social worker.

12. Children requiring mental health support

All staff have an important role in supporting children's mental wellbeing and identifying behaviour that may suggest a child is experiencing mental health problems. Mental health problems may be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect, exploitation or other adverse experiences. Staff should be aware of the impact that trauma, bereavement, family adversity, domestic abuse, bullying, discrimination and other safeguarding concerns can have on a child's emotional wellbeing and mental health.

Safeguarding concerns and mental health difficulties often overlap. Children experiencing mental health difficulties may be more vulnerable to safeguarding risks, while children who have experienced abuse or trauma may present with emotional, behavioural or mental health needs. Only appropriately trained professionals should attempt to diagnose a mental health condition. Concerns should be discussed with a DSL and considered alongside other safeguarding information about the child.

The school promotes positive mental health through a whole-school approach, providing support at the earliest opportunity and working in partnership with parents, carers and relevant agencies.

AT CUBITT TOWN Our **Mental Health Lead is Emma Whitwam**, supported by Karen Ward and Rupia Begum (learning mentors) and Sam Duggan. The Mental Health Lead is supported by a member of the senior leadership team.

Any adult can complete a referral form if they are concerned about a child's mental health. Children can also self-refer through the class worry boxes or Toot Toot.

If the concern is **not** also a safeguarding concern, staff record it and refer to the DSL to agree a course of action, which might include support from our learning mentors or a referral to CAMHS or the Tower Hamlets Education Wellbeing Service.

If the concern **is** also a safeguarding concern, staff take immediate action by speaking to a DSL, in line with this policy.

13. Looked After Children, previously Looked After Children and children in kinship care

The most common reason for children becoming looked after by the local authority is abuse, including neglect. Staff need the skills, knowledge and understanding to safeguard Looked After Children and previously Looked After Children, recognising their heightened vulnerability.

The DSL and Designated Teacher work together with relevant agencies and take immediate action to safeguard and support these children. The Designated Teacher works with the Tower Hamlets Virtual School to decide how funding can best support the progress of Looked After Children and meet the needs identified in each child's Personal Education Plan (PEP).

AT CUBITT TOWN Our **Designated Teacher for Looked After Children is Angie Drew** (Assistant Headteacher, Inclusion). She works with the Virtual School to ensure PEPs are completed, reviewed and evaluated with carers, the Virtual School teacher, the class teacher and the SENDCo. She tells class teachers when a child who is, or was, looked after is in their class. Staff exercise continued vigilance, consider adjustments and interventions to help the child make progress, and act swiftly in line with this policy if they have any concerns. The school has a separate Looked After Children Policy.

The DSL will work with the local authority's Personal Adviser appointed to support care leavers, so that any issues affecting a care leaver can be explored and effective support put in place.

The school will work with the Tower Hamlets Virtual School to promote the attendance, attainment and progress of children in kinship care. Since September 2024, the Virtual School has a non-statutory responsibility to promote the education of children in kinship care arrangements, whether or not they were previously looked after. Kinship care is any situation in which a child is being raised by a friend or family member who is not their parent – for example, private fostering, special guardianship orders and child arrangements orders.

14. Children with special educational needs and disabilities

Children with special educational needs and disabilities (SEND) or physical health issues can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, including:

- assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's disability without further exploration;
- children with SEND or medical conditions being more vulnerable to peer exclusion and isolation, and disproportionately affected by bullying (including prejudice-based bullying), without outwardly showing any signs;
- children not understanding that what is happening to them is abuse;
- communication barriers when reporting abuse;
- the need for intimate care, isolation from others, and greater dependency on adults for care;
- difficulties understanding the impact of their behaviour, or the difference between fact and fiction in online content, which they may then repeat in school.

Some children may have an impaired capacity to resist or avoid abuse, and disabled Looked After Children may be particularly susceptible because of their dependency on others for day-to-day care. Further information is available in Safeguarding Disabled Children (2009) and the NSPCC's guidance on safeguarding children with SEND (May 2022) and d/Deaf and disabled children (September 2025). Staff should speak with the DSL and SENDCo in the first instance.

All staff are regularly trained to understand the additional barriers to safeguarding children with SEND. Online safety lessons and advice are tailored to individual needs, as children with SEND may be more vulnerable online.

AT CUBITT TOWN Staff are trained to use PECS, core boards and Widgit symbols so that children with communication needs can tell us how they feel and share a worry. Visual feelings and worry cards are available in every classroom.

Staff never assume that a change in behaviour, mood or an injury is due to a child's SEND; they record it and report it to a DSL.

Intimate care is carried out in line with our Intimate Care Policy, respecting children's privacy and dignity.

The SENDCo and DSLs meet regularly to share information about children with SEND who are also known to the safeguarding team.

Children with medical conditions

Children with medical conditions may face additional safeguarding vulnerabilities, particularly where their condition affects communication, independence, emotional wellbeing or attendance. They may be at increased risk of neglect, abuse or exploitation – for example, where relevant information about their condition is not provided to the school, or where they are repeatedly sent to school without essential medication. In these cases, the school will take appropriate action, including referring to Children's Social Care. Staff work alongside health professionals and parents, in line with our Supporting Pupils with Medical Conditions Policy.

15. Children absent from education and children missing education

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

In accordance with the DfE's statutory guidance Working Together to Improve School Attendance, the school follows up absences and addresses persistent and severe absence as part of its safeguarding duty – because every day counts. Staff should be alert to children already known to be vulnerable, especially those known to a social worker and Looked After Children, and to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

AT CUBITT TOWN The school takes a register every morning and afternoon. Absence is followed up in line with our Attendance Policy, starting with **first-day calling** to parents and carers for any unexplained absence.

We ask families for **at least two emergency contacts** for every child, so that we can reach a responsible adult quickly.

If there is no contact on the first day, the attendance team and DSLs decide next steps, which may include a home visit. Concerns about children known to a social worker are shared with the social worker on the same day.

Patterns of absence, including lateness and absence for part of the day, are reviewed regularly by the attendance team and DSLs.

When a pupil leaves, we confirm that they have registered and started at their new school. If a pupil leaves without a known destination, we inform the local authority.

When a pupil does not return to school and the whereabouts of the child and family are not known, the school will make reasonable enquiries and refer the child to the Attendance and Welfare Adviser to support those enquiries, and only after these steps refer to the local authority using a Missing Children referral form. The school will inform the local authority of any pupil who has been absent without permission for a continuous period of 10 school days or more.

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

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

A child missing during the school day

If you think a child has gone missing from the school premises, notify the school office **immediately** – do not spend time looking for them first. The following will then happen:

1. The office alerts the search party: the Deputy Headteacher, the Assistant Headteachers, the Site Manager or Assistant Site Manager, the Business Manager and the member of staff who raised the alarm.
2. A senior leader talks to the member of staff to build up a picture of where the child may be.

3. The Site Manager or Assistant Site Manager searches the outside grounds, the Deputy Headteacher searches the building, and the Business Manager or member of staff searches outside buildings.
4. The search party regroups after five minutes.
5. If the child has not been found, the Headteacher contacts the parents, the police and the local authority, and manages the situation from there.
6. In the Headteacher's absence, the Deputy Headteacher (or, in their absence, an Assistant Headteacher) takes on this responsibility until the Headteacher is present.

16. Elective home education

The school recognises that parents have a legal right to electively home educate their child, and expects this decision to be made with the child's best education and interests at heart. Staff should be aware that although most home-educated children have a positive experience, home education can mean some children are less visible to the services that keep them safe.

When a parent informs the Headteacher of their intention to electively home educate, the school will convene a meeting with the local authority, relevant staff, parents and key professionals working with the child and family. In accordance with KCSIE and LBTH policy, this meeting must take place before any final decision is made, to ensure the child's best interests are fully considered. This is especially important for children known to a social worker and children with SEND.

17. Whistleblowing

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

Staff are protected by law if they report a criminal offence; a danger to someone's health and safety; risk or actual damage to the environment; a miscarriage of justice; the school breaking the law; or someone covering up wrongdoing. Staff who 'blow the whistle' should not lose their job or be treated unfairly.

Where a staff member feels unable to raise an issue with their employer, or feels their concerns are not being addressed, they should consider the other channels set out in the Government's whistleblowing guidance, including the Prescribed Bodies list. For safeguarding concerns this includes the **NSPCC Whistleblowing Advice Line: 0800 028 0285** (free and anonymous; help@nspcc.org.uk; nspcc.org.uk/whistleblowing).

18. Reporting of allegations against staff and concerns that do not meet the harm threshold

Allegations of harm may indicate that a person who works with children might pose a risk of harm if they continue in that role. When an allegation is made against a member of staff, including supply staff, trainee teachers and volunteers, the school's Managing Allegations Procedures will be followed, in line with KCSIE 2026 Part 4 and the THSCP Supplementary Guidance on Managing Allegations of Abuse against Staff (September 2026).

An allegation is made against a member of staff, supply staff, volunteer, contractor or governor when an individual has:

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

All staff must report all allegations, whatever the source, directly to the Headteacher and ensure the report is put in writing, signed and dated. If the allegation is about the Headteacher, it must be reported directly to the Chair of Governors, Margaret Davies.

On receiving an allegation, the Headteacher will make immediate contact with the LADO for an initial discussion. If the allegation concerns the Headteacher, the Chair of Governors will contact the LADO. When an allegation is made against supply staff, the Headteacher will be the case manager and lead in contacting

the LADO. Where an allegation relates to an individual or organisation using the school premises for activities involving children, the Headteacher will seek the LADO's advice. Allegations about staff who no longer work at the school, or historical allegations, will be reported to the police.

LBTH Local Authority Designated Officer (LADO): Melanie Benzie

In accordance with the EYFS statutory framework, as a school with Early Years provision we must notify Ofsted of any allegations of harm (not only serious harm) by anyone working on the premises, and the action taken, as soon as reasonably practicable and within 14 days at the latest. Failing to do so without reasonable excuse is an offence.

Concerns about staff that do not initially meet the allegation criteria are known as **concerns that do not meet the harm threshold** (sometimes called low-level concerns) – not because they are insignificant, but because they do not initially seem to meet the harm threshold. Staff should report and self-report such concerns to the Headteacher, in line with the section on this in our Staff Code of Conduct (available on the website and the staff shared drive). The Headteacher, or Chair of Governors, will seek the LADO's advice where appropriate.

All staff should understand their responsibility to report all concerns about staff conduct, at school or outside school, including online, no matter how small they may seem.

19. Staff safeguarding training, including training for governors

School staff and governors complete compulsory safeguarding training as part of their induction and maintain their knowledge through regular training and updates. Training includes online safety, including an understanding of the expectations, roles and responsibilities for the school's filtering and monitoring systems. Through regular training, staff gain the skills and knowledge to safeguard children effectively, and governors are equipped to provide strategic challenge and gain assurance that safeguarding arrangements are effective.

AT CUBITT TOWN **Annual training:** all staff and volunteers receive safeguarding and child protection training at least annually, usually at the start of the school year, with updates throughout the year through staff briefings, staff meetings and email.

Induction (including for supply staff, trainees and volunteers) covers: this policy and related policies (including the Behaviour Regulation Policy, Online Safety Policy, Staff Code of Conduct and procedures for children missing education); the DSLs and safeguarding team; how to report and record concerns on CPOMS; how to respond to a disclosure; signs and indicators of abuse (physical, emotional, sexual and neglect); online safety and filtering and monitoring; and the latest KCSIE updates.

KCSIE 2026: all staff read Part 1 (or Annex A, where appropriate for their role) and Annex B, and sign to confirm they have read and understood it.

Missed training: a record is kept of all training. Anyone who misses training completes it as soon as possible – normally within two weeks

Checking understanding: learning is checked through quizzes, scenario discussions and DSL spot-checks, and gaps are followed up.

Prevent: all staff complete Prevent awareness training.

DSLs complete refresher training at least every two years, alongside higher-level training and termly updates.

Governors complete safeguarding training on induction and regular refreshers; the Link Governor completes additional training.

20. Visitors

Cubitt Town Primary School values the educational benefits of visitors and outside speakers, but recognises its responsibility to the pupils in its care. Procedures are set out in our Visitors Policy. In brief, all visitors:

- are met at reception, sign in, show photo ID where appropriate and are issued with a visitor badge;

- are given a summary of our safeguarding procedures and the names of the DSLs;
- are accompanied or supervised by a member of staff unless appropriate checks have been confirmed;
- are challenged if they are not wearing a badge. Any concern about a visitor is reported to a DSL or the Headteacher, who will act in line with this policy.

For **visiting speakers**, the Headteacher must be informed in advance and gives outline approval; the Headteacher then carries out vetting and grants final clearance. Any concerns during vetting are shared with the local authority Prevent team. The member of staff booking the speaker ensures the visiting speaker agreement is signed, and at least one member of staff is present throughout.

Visitors may include professionals, contractors, guest speakers, performers, family members and community organisations. The school will undertake appropriate checks and supervision arrangements proportionate to the purpose of the visit. When a social worker, police officer or other professional visits to meet a child as part of statutory investigations or other work, the ultimate safeguarding responsibility remains with the school. Children will have an appropriate adult when interviewed by the police, in accordance with PACE Code C.

21. Volunteers

From September 2026, volunteers who teach, train, instruct or supervise children frequently (on more than three days in any 30-day period), or overnight, are engaged in regulated activity and require an enhanced DBS check, including children's barred list information where required.

Volunteers who are not undertaking regulated activity will be subject to a written risk assessment to decide what safeguarding checks are needed. Volunteers who have not been checked are never left alone with children and are supervised by school staff at all times.

AT CUBITT TOWN Parent helpers on school trips are identified by the visit leader when the risk assessment is submitted, so that the office can carry out the appropriate checks before the trip. All volunteers receive a safeguarding induction and know how to report a concern.

22. Alternative provision providers

When the school places a pupil with an alternative provision provider, the school remains responsible for the pupil's safeguarding and will be satisfied that the placement meets their needs. In accordance with KCSIE and the statutory guidance Arranging Alternative Provision, the school will keep a written record of where the child is based during school hours, the address of the provider and any subcontracted or satellite sites. Placements are reviewed at least half-termly to check that the child is attending and the placement remains safe and suitable. If safeguarding concerns arise, the placement will be reviewed immediately and ended if necessary.

The school will obtain written confirmation from the provider that appropriate safeguarding checks have been carried out on its staff, and that it will inform the school of any changes (such as new staff) that may put the child at risk.

23. Extended school and off-site arrangements

Where extended or off-site activities are directly managed and supervised by the school, this policy and our safeguarding procedures apply in full, and each activity is risk assessed.

AT CUBITT TOWN **Breakfast Club and wraparound care:** our Breakfast Club provides affordable early childcare and a nutritious breakfast, helping to improve attendance and punctuality, and we run after-school wraparound care. All staff have current enhanced DBS checks (recorded on the Single Central Record), follow this policy and the Staff Code of Conduct, follow the Online Safety Policy when using technology, and work to a separate risk assessment. Our Breakfast Club Policy sets out the full arrangements.

Educational visits: our Educational Visits Policy sets out the arrangements for day visits and residential trips. Risk assessments are completed at least two weeks in advance and approved through the EVOLVE system; residential trips are also approved by the Governing Body. First aid, medical needs and SEND are planned for, and parents are invited to a briefing before residential trips.

Recommended adult to child ratios: Nursery and Early Years 1:3 Key Stage 1 1:8; Key Stage 2 1:10. Ratios are adjusted for the activity, SEND and medical needs, staff experience, venue, transport and weather. Particular care is taken when using public transport.

Where services or activities are provided separately by another organisation outside school hours, the school will seek assurance that the organisation has effective safeguarding policies and procedures, whether or not the children attending are on the school roll. The expected standards are set out in the DfE's After-school Clubs, Community Activities and Tuition: Safeguarding Advice for Providers (updated 29 May 2025). Safeguarding requirements are set out in the lease or hire agreement as a condition of use of the premises, and failure to comply will lead to termination of the agreement.

24. Identifying abuse

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

Children can be at risk of abuse, harm and exploitation outside the family home. These extra-familial harms include sexual exploitation, criminal exploitation, serious youth violence and online abuse. All staff, especially the DSLs, must consider whether children are at risk of harm in environments outside the home, and apply a contextual safeguarding approach, including within the school context. Staff are signposted to the Contextual Safeguarding Programme's Beyond Referral toolkits.

25. Indicators of 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.

Sexual abuse involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. It may involve physical contact, including assault by penetration (for example rape or penetration with an object) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may also include non-contact activities, such as involving children in looking at, or producing, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can facilitate offline abuse. It is not solely perpetrated by adult males: women and other children can also commit sexual abuse. Further resources are available from the Centre of Expertise on Child Sexual Abuse.

Emotional abuse is the persistent emotional maltreatment of a child, causing severe and adverse effects on their emotional development. It may involve conveying to a child that they are worthless, unloved or inadequate; not giving them opportunities to express their views; deliberately silencing them or making fun of what they say or how they communicate; imposing age or developmentally inappropriate expectations; overprotection and limiting exploration; seeing or hearing the ill-treatment of another; or serious bullying (including cyberbullying). Some level of emotional abuse is involved in all types of maltreatment.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may occur during pregnancy, or involve a parent failing to provide adequate food, clothing and shelter; protect a child from harm or danger; ensure adequate supervision; or ensure access to medical care. The DSLs are aware of the LBTH Neglect Guidance toolkits, and all staff understand their frontline role in identifying neglect.

26. Voice of the child

Every voice matters. It takes great courage for a child to share a concern and speak up about abuse, especially child sexual abuse. Children may feel embarrassed or humiliated, may be being threatened, may not feel ready or know how to tell, or may not realise that what is happening is harmful.

Barriers to communicating concerns may be connected to a child's vulnerability, disability, sexual orientation or language. A child's behaviour, including misbehaviour, may be the first sign that they have experienced harm. Staff will therefore show professional curiosity, understand that a child may be communicating through their behaviour, and take a safeguarding approach when responding.

Staff promote the systems that enable children to share concerns confidently, and build safe, trusted relationships that make it easier for children to talk.

AT CUBITT TOWN **Our systems for children to share a worry** are accessible, understood by all children and promoted throughout the school:

- Every class has a **worry box**, and children can use **Toot Toot** to tell us about a worry.
- **Posters** around the school show photos of the safeguarding team, so children know who to go to.

• Children know our **learning mentors** (Karen Ward and Rupia Begum) and the support they can offer.

• **Circle time, PSHCE and oracy sessions** give children regular opportunities to talk about feelings and worries. As a Voice 21 school, we teach children the words and confidence to speak up.

• **Visual supports, Widgit symbols and PECS** help children with SEND or who are learning English to share a worry.

• Mental wellbeing, healthy relationships and staying safe online are taught through PSHCE and Relationships and Health Education, so children understand what is and is not OK.

• Staff take every disclosure seriously and report it to a DSL through CPOMS or a yellow Record of Concern form.

27. Safeguarding issues

The following sections set out specific safeguarding issues. All staff should be aware of them and report any concern immediately to a DSL.

28. 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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator, and/or through violence or the threat of violence. It may be committed by an individual or an organised network, and the victim may identify as part of the group. Children who are moved for the purpose of exploitation may be victims of trafficking and modern slavery; where a child is identified as a potential victim, a child protection and modern slavery referral will be made.

The victim may have been sexually exploited even if the activity appears consensual. Factors that could make a child more vulnerable include gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status and access to resources. CSE can include contact and non-contact activity, including grooming online, and may occur without the child's immediate knowledge. Some children may not realise they are being exploited. Children may also be exploited by other children, who should also be recognised as victims.

Indicators include, but are not limited to, children who:

- have multiple phones and are anxious to check them;
- show sudden changes in behaviour, or want to leave the school premises;
- have older boyfriends or girlfriends;
- have sexually transmitted infections or become pregnant;
- have unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- show changes in emotional wellbeing;
- misuse drugs or alcohol;
- go missing or regularly come home late;
- regularly miss school.

Age-appropriate messages about safe relationships, consent, and keeping safe online are taught through our PSHCE and Relationships and Health Education curriculum. Further information is available in the Home Office guidance on CSE and from the Children's Society.

29. Child criminal exploitation, including county lines

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

threat of violence. It may appear consensual and can occur through technology. It can include being forced to work in cannabis factories, moving drugs or money through county lines, shoplifting, pickpocketing, vehicle crime or threatening or committing violence.

Children can become trapped by threats, violence or debt, and may be coerced into carrying weapons. As they often commit crimes themselves, their vulnerability as victims is not always recognised. Girls as well as boys can be at risk, and children who are criminally exploited are at higher risk of sexual exploitation. Indicators are similar to those for CSE above.

County lines describes gangs and organised criminal networks that export illegal drugs using dedicated phone lines, exploiting children and vulnerable adults to move, store and sell drugs and money. Children are increasingly targeted online. Additional indicators include children who go missing and are found far from home; are victims or perpetrators of serious violence; are involved in drug-related phone requests or handling money; are exposed to ‘plugging’; are found in unfamiliar accommodation (‘trap houses’ or ‘cuckooing’); owe a ‘debt bond’; or have their bank accounts used for drug dealing.

When referring a child at risk of exploitation to MAST, the school will consider completing an Exploitation Screening Tool. Further information is available from the Home Office and the Children’s Society County Lines Toolkit. Metropolitan Police leaflets on cuckooing are available in English, Bengali and Somali.

AT CUBITT TOWN As a primary school, we are alert to the increased vulnerability of children under 10 to exploitation, because they are below the age of criminal responsibility.

30. Serious youth violence

All staff are aware of indicators that children may be at risk from, or involved in, serious violent crime. These may include disrupted education (such as suspensions or time in alternative provision) or a history of offending; increased absence; a change in friendships or relationships with older individuals or groups; a significant decline in performance; signs of self-harm or a significant change in wellbeing; signs of assault or unexplained injuries; and unexplained gifts or new possessions. Children involved may be both victims and perpetrators, and staff will consider whether involvement in serious violence forms part of a wider safeguarding concern.

31. Online harms

Children have the right to explore the digital environment and the right to be safe in it. Technology often provides the platform that facilitates harm, including child sexual and criminal exploitation, radicalisation, grooming, cyberbullying and the making or sharing of nudes and semi-nudes. The Online Safety Act 2023 makes cyberflashing, threatening communications and encouraging self-harm criminal offences. Generative artificial intelligence (AI) brings benefits but also risks – for example, it is being misused to create sexualised images of children, especially girls. Staff are signposted to the Internet Watch Foundation’s guide to AI-generated child sexual abuse material and its Report Remove tool.

Abuse often happens online and offline at the same time, and children can abuse other children online. The same standards of behaviour are expected online as offline, and every pupil should be treated with kindness, respect and dignity.

Online safety risks fall into four areas:

- **Content:** exposure to illegal, inappropriate or harmful material, such as pornography, fake news, racism, misogyny, misinformation, disinformation, conspiracy theories, self-harm, suicide, antisemitism, radicalisation and extremism;
- **Contact:** harmful online interaction, such as peer pressure, commercial advertising, and adults posing as children to groom or exploit them;
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images, and online bullying;
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and financial scams (concerns can be reported to the Anti-Phishing Working Group).

The school reviews and implements its Online Safety Risk Assessment, including for the use of AI. Where there are concerns about a child being drawn into cybercrime, the DSL will consider a referral to the Cyber Choices programme.

Filtering and monitoring

In accordance with the Prevent duty and the DfE's filtering and monitoring standards, the school has appropriate filtering and monitoring in place when children use school devices and the school network. The school meets the standards by:

- identifying and assigning roles and responsibilities for managing filtering and monitoring systems;
- formally reviewing the effectiveness of filtering and monitoring at least annually – led by the senior leader responsible for filtering and monitoring, with the DSL and IT support provider – and keeping records of reviews and checks;
- blocking harmful and inappropriate content without unreasonably affecting teaching and learning;
- having effective monitoring strategies that meet our safeguarding needs.

AT CUBITT TOWN Our filtering system is SENSO and our monitoring is provided through LGFL managed with our IT support provider, Connetix Alerts are sent to the DSLs and followed up the same day.

Staff must read and sign the Acceptable Use Policy before using school ICT. Our Online Safety Policy sets out how we protect children from harmful material and behaviour online.

Where remote learning takes place, staff use school-approved platforms and accounts only, follow the Staff Code of Conduct and the Online Safety Policy, and report any concern to a DSL.

We run online safety workshops and share advice with parents and carers, for example on setting up parental controls on children's devices.

Online safety is a running theme throughout our safeguarding arrangements, including policy, curriculum, training, the DSL role and parental engagement.

Mobile phones

In accordance with the DfE's guidance Mobile Phones in Schools (February 2026), the school prohibits the use of mobile and smart phones by pupils throughout the school day, as set out in the Behaviour Regulation Policy and our Mobile Phone Policy, which also sets expectations for staff and visitors. We encourage parents and carers not to give children mobile phones before Year 6, and in Year 6 only if they travel independently to and from school. Any phone brought to school is handed in at the start of the day.

Staff report online safety concerns to a DSL in the same way as any other safeguarding concern. The response to online harm should be no different from the response to harm offline. Children with SEND, Looked After and previously Looked After Children, and children known to a social worker may be more vulnerable online.

32. Domestic abuse

The Domestic Abuse Act 2021 recognises children as victims of domestic abuse in their own right if they see, hear or experience its effects. Domestic abuse may occur in different types of relationships, including between ex-partners and family members, and is not restricted to the family home. It may be a single incident or a pattern, and can include physical, sexual, emotional and economic abuse and coercive and controlling behaviour. It can have a serious, long-lasting impact on children's health, wellbeing, development and ability to learn.

In response to reports involving domestic abuse, the school will contact Children's Social Care for advice. Where appropriate, the school will complete a DASH risk assessment with an adult who reports being a victim of domestic abuse.

The school is signed up to **Operation Encompass**. When police are called to a domestic abuse incident where there are children in the household, the police notify the school's DSL before the start of the next school day, so that the school can provide 'silent support' to the child and follow up with Children's Social

Care where appropriate. The school can also access support, training and parent workshops from the Tower Hamlets VAWG team.

33. So-called honour-based abuse

So-called honour-based abuse (HBA) covers incidents or crimes committed to protect or defend the honour of the family and/or community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. It often involves wider family or community pressure and multiple perpetrators. All forms of HBA are abuse and must be handled and escalated as such. Staff with a concern should speak to a DSL, who will follow local procedures.

Female genital mutilation

FGM is a criminal offence under the Female Genital Mutilation Act 2003, and the HM Government Multi-Agency Statutory Guidance on FGM (updated July 2020) applies. Section 5B of the Act places a **mandatory reporting duty on teachers** to report to the police where they discover – through disclosure by the victim or visual evidence – that FGM appears to have been carried out on a girl under 18. Teachers must make this report personally, and should also inform a DSL. Teachers should never examine pupils. In suspected or at-risk cases, staff should report to a DSL in the usual way.

Forced marriage

Forced marriage is a criminal offence under the Anti-social Behaviour, Crime and Policing Act 2014. Since February 2023 it is also a crime to do anything intended to cause a child to marry before their 18th birthday, even without coercion, including unofficial ‘marriages’. Staff can contact the Forced Marriage Unit (020 7008 0151, fmu@fcdo.gov.uk) and should refer to The Right to Choose statutory guidance (updated April 2023).

Virginity testing and hymenoplasty

It is illegal to carry out, offer, or aid and abet virginity testing or hymenoplasty anywhere in the UK (Health and Care Act 2022), and for UK nationals and residents to do so abroad. The DSL will act in accordance with the government’s multi-agency guidance (August 2025).

34. Radicalisation and extremism

Children are vulnerable to extremist ideology and radicalisation. Protecting children from this risk is part of the school’s safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It also includes calling for the death of members of the armed forces.
- **Radicalisation** is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to people, serious damage to property, or seriously disrupts an electronic system, designed to influence the government or intimidate the public for a political, religious or ideological cause.

There is no single way of identifying whether a child is susceptible to extremist ideology, and radicalisation can happen through many routes, including online and within the home. The school follows the statutory Prevent duty guidance (2023, updated March 2024), which sets out schools’ duties under the Counter-Terrorism and Security Act 2015, and the DfE advice The Prevent duty: safeguarding learners vulnerable to radicalisation (October 2022).

AT CUBITT TOWN The school completes and reviews a **Prevent risk assessment** and the Prevent checklists each year.

All staff complete Prevent awareness training, and staff are reminded to suspend professional disbelief that radicalisation ‘could not happen here’.

Our 6C values, PSHCE and RE curriculum, oracy work and assemblies promote fundamental British values – democracy, the rule of law, individual liberty, and mutual respect and tolerance – as part of

children's spiritual, moral, social and cultural development. Children learn about other faiths, visit places of worship, discuss and debate respectfully, and learn to stay safe online.

Pupils take part in local community events so that they value neighbours and friends who may not share their background.

Staff with a concern should follow the usual safeguarding procedures and speak to a DSL. In Tower Hamlets, all Prevent-related concerns are referred by completing a **National Referral Form (NRF)**, sent to the Multi-Agency Support Team and **Prevent.referrals@towerhamlets.gov.uk**.

LBTH Prevent contact: Tom Llewellyn-Jones, Prevent, Hate Crime and Protective Security Programme Manager – Tom.Llewellyn-jones@towerhamlets.gov.uk. Staff and governors can also raise concerns with the DfE counter-extremism helpline (020 7340 7264, counter.extremism@education.gov.uk – not for emergencies) or the police on 101. In an emergency, call 999.

35. Child-on-child abuse (including harassment and violence)

Staff must be aware that children may be harmed by other children. Child-on-child abuse is a safeguarding issue for both the child who has experienced harm and the child displaying the behaviour. It is preventable, and may involve serious physical violence, threats, intimidation or weapons. It can happen inside and outside school, including online.

All reports are treated seriously. Abuse is abuse and will never be dismissed as 'banter' or 'part of growing up'. The school takes a zero-tolerance approach. Even if there are no reported cases, such abuse may still be happening and simply not being reported. It is more likely that boys will be perpetrators and girls victims, but all forms are unacceptable.

Child-on-child abuse can take many forms and may be facilitated by technology, including:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as biting, hitting, kicking or hair pulling, or otherwise causing physical harm;
- physical assault, or the threat of harm with a weapon;
- harmful sexual behaviour, sexual violence and sexual harassment, including misogyny and misandry;
- causing someone to engage in sexual activity without consent;
- consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI;
- relationship abuse;
- upskirting, which is a criminal offence;
- initiation or hazing-type violence and rituals;
- prejudice and discrimination linked to disability, SEN, ethnicity, culture, religion, gender or sexual identity, including behaviour driven by misogyny, misandry or other hostility.

A child identifying as LGBTQ+ is not in itself a safeguarding concern, but such children (and those perceived to be LGBTQ+) may be more vulnerable to child-on-child abuse. The school provides a safe space for children to share concerns and maintains an inclusive culture. In supporting children who are questioning their gender, the school will follow DfE guidance. The school recognises that some children may not identify with the terms 'victim' or 'perpetrator', and considers carefully the language used with children and families.

How we minimise the risk of child-on-child abuse

- A relentless focus on our 6C values and our three expectations – Ready to learn, Respectful to all, Keep yourself and others safe.
- Our relational approach to behaviour, the Zones of Regulation and the Cubitt Town Peace Path, which teach children to manage feelings and resolve conflict safely.
- A PSHCE and Relationships and Health Education curriculum that teaches age-appropriate lessons on friendships, consent, body autonomy (including the PANTS rule), and staying safe online.
- Well-supervised playgrounds, toilets and transitions, with staff alert to 'hotspots'.

- Teaching children appropriate language and behaviour, and challenging inappropriate behaviour every time.
- Our Anti-bullying Policy, which recognises that allowing or condoning bullying may lead to consideration under child protection procedures.

How reports are recorded, investigated and dealt with

Staff who are concerned about possible child-on-child abuse must report it to a DSL immediately through CPOMS or a yellow Record of Concern form. Reports are recorded factually, without personal judgement. In partnership with staff, the DSLs will decide what action to take, which may include:

- discussions with the children involved to understand the extent of the harm;
- discussions with the parents and carers of all the children involved, and agreeing a support plan;
- a written risk assessment to keep all children safe, reviewed regularly;
- internal management in line with our behaviour and anti-bullying policies;
- restorative approaches, where appropriate and safe, so that children understand the harm caused and take responsibility;
- a referral to Early Help, or to Children's Social Care through MAST, and/or to the police;
- if a device may contain inappropriate images, following the DfE guidance Searching, Screening and Confiscation (July 2022).

How children affected are supported

Victims are reassured that they are being taken seriously and will be supported and kept safe; they are never made to feel they are causing a problem or should feel ashamed. Support may include time with our learning mentors (Karen Ward or Rupia Begum), a trusted adult, adjustments to routines, and referral to external services. Children who have displayed harmful behaviour are likely to have unmet needs; they are supported too, while the safety of others is protected. Other children affected, including witnesses, are also offered support. The THESS safeguarding resource webpage links to organisations that can help.

36. Child-on-child sexual violence and sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, in any environment, including school, the family home and online. It can involve a group of children, and may be perpetrated by a younger child towards an older child because of an imbalance of power. Staff maintain an 'it could happen here' approach, regardless of the number of reports received.

All victims are reassured that they are being taken seriously and will be supported and kept safe. It is made clear to children that the law is there to protect them, not to criminalise them. Some groups are potentially more at risk: girls, children with SEND and LGBTQ+ children.

Staff should always:

- challenge inappropriate behaviours;
- make clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up;
- never tolerate or dismiss them as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys';
- challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting skirts.

Sexual violence offences are defined in the Sexual Offences Act 2003 and include rape, assault by penetration, sexual assault, and causing someone to engage in sexual activity without consent. Sexual assault covers a wide range of behaviour – a single act of kissing or touching someone without consent can constitute sexual assault. Consent means having the freedom and capacity to choose, and can be withdrawn at any time. **Children under 13 can never consent to any sexual activity; the age of consent is 16; and sexual intercourse without consent is rape.**

Where a report of rape, assault by penetration or sexual assault is made, it will be referred to the police. Although the age of criminal responsibility is 10, the starting principle of referring to the police remains if the alleged perpetrator is under 10. In parallel, the school will refer to Children's Social Care through MAST.

Sexual harassment

Sexual harassment is 'unwanted conduct of a sexual nature', online or offline, that is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. It may include sexual comments, jokes or taunting; physical behaviour such as deliberately brushing against someone or interfering with their clothes; displaying sexual images; and online sexual harassment, such as sharing nudes or unwanted explicit content, sexualised online bullying and sexual threats. The school will liaise with Children's Social Care, the police and specialist services as appropriate.

Harmful sexual behaviour

Children's sexual behaviour exists on a continuum from normal and developmentally expected to inappropriate, problematic, abusive and violent. All staff address inappropriate behaviour to help prevent it progressing. Children displaying harmful sexual behaviour have often experienced their own abuse and trauma. The DSLs have completed training in responding to harmful sexual behaviour and will draw on resources such as the AIM checklists and assessment tools, Brook's Sexual Behaviours Traffic Light Tool, and the Contextual Safeguarding Programme's Beyond Referrals toolkit.

Our response to reports (KCSIE 2026 Part 5)

- **Record keeping:** all reports are recorded factually on CPOMS, including decisions and the reasons for them.
- **Wishes of the victim:** the DSL considers the victim's wishes and gives them as much control as reasonably possible over how the matter is taken forward and the support offered.
- **Risk assessment:** the DSL completes a written risk assessment covering the victim, the alleged perpetrator and other children, and keeps it under review.
- **Response options:** each case is considered individually and may lead to internal management with pastoral support; Early Help; a referral to Children's Social Care; and/or, with Children's Social Care, a referral to the police.
- **Ongoing support:** both the victim and the alleged perpetrator receive ongoing support, and arrangements (such as classroom and playground arrangements) are adjusted to keep everyone safe.

37. Youth produced sexual imagery

Youth produced sexual imagery describes the sending or posting of nude or semi-nude images, videos or live streams by children under 18. It can happen publicly online, in messages or group chats, or between devices (for example through AirDrop). Incidents may also involve children sharing images claiming to be of a peer, digitally manipulating images, or using images to abuse peers. **Creating and sharing nudes and semi-nudes of under-18s, even with consent, is illegal.** Images may also be digitally altered or wholly generated using AI ('deepfakes' or 'deep nudes'); these are treated as safeguarding concerns in line with KCSIE 2026 and UKCIS guidance.

It is illegal for staff to view or share such imagery. Staff must immediately inform a DSL, who will act in accordance with KCSIE 2026 and the UKCIS guidance Sharing Nudes and Semi-Nudes: Advice for Education Settings (updated March 2024). The DSL will:

- hold an initial review meeting with appropriate staff;
- speak to the children involved, where appropriate;
- inform parents and carers at an early stage, unless there is good reason to believe this would put the child at risk of harm;
- refer immediately to Children's Social Care and/or the police if a child has been harmed or is at risk of immediate harm at any point.

The response is proportionate, depending on the motivation behind the incident. The welfare and protection of the children involved is the primary concern – there is no blaming or shaming. Staff must never

intentionally look at images; any decision to view will be made and recorded by the DSL, only where this is the only way to decide whether to involve other agencies, to have the image taken down, or to support a child or parent in making a report. All incidents are recorded in line with statutory requirements and local procedures.

38. Bullying (including cyberbullying)

Bullying is a serious issue that can cause anxiety and distress. All incidents of bullying, including cyberbullying and prejudice-based bullying, must be reported and are managed through the school's Anti-bullying Policy and Behaviour Regulation Policy, in accordance with KCSIE 2026 and the DfE advice Behaviour in Schools.

AT CUBITT TOWN Our 6C values, PSHCE curriculum, assemblies, circle time, oracy and cooperative group work help children understand and prevent bullying. We take a restorative approach – actively listening, repairing relationships through the Cubitt Town Peace Path, and helping children take responsibility – while making sure the child who has been bullied is safe and supported. Bullying incidents are recorded and monitored by senior leaders.

39. Homelessness

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, anti-social behaviour and being asked to leave a property. The Homelessness Reduction Act 2017 places a duty on councils to help everyone who is homeless or at risk of homelessness. The DSL will raise concerns at the earliest opportunity through the Tower Hamlets Homeless and Housing Options service (Host@towerhamlets.gov.uk). Where a child is at risk, Children's Social Care will be contacted.

40. Children and the court system

Children are sometimes required to give evidence in criminal courts. The DSL will ensure they are supported and, where appropriate, use the HM Courts and Tribunals Service guides for children aged 5 to 11. Where parents are making child arrangements through the family courts, they can be signposted to the Ministry of Justice's information for families, which emphasises putting children's needs first.

41. Children with family members in prison

Children with a parent in prison are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. The DSL will draw on the resources of the National Information Centre on Children of Offenders (NICCO) to support these children.

42. Private fostering

Private fostering occurs when a child under 16 (under 18 if disabled) is cared for and accommodated by someone who is not a parent, a person with parental responsibility or a close relative, for 28 days or more. Staff should report any known or suspected arrangement to a DSL, who will notify the local authority through a MAST Request for Support form, in line with the THSCP Multi-Agency Private Fostering Guidance (January 2022).

43. Young carers

A young carer is a person aged 18 or under who cares, unpaid, for a friend or family member with, for example, a long-term illness, a disability, a substance misuse condition or a mental health condition. Young carers may provide personal, practical and emotional care. The Children's Society estimates that 1 in 5 children are young carers, and many are hidden. No young carer should take on caring roles that are inappropriate or excessive, or that harm their health, wellbeing or opportunities.

The school raises awareness of young carers among staff, pupils and families, using the Young Carers in Schools resources and the Tower Hamlets guidance 'Young Carers in School'. The DSL leads on young

carers and ensures a whole-school approach. When a young carer is identified, a DSL will talk with the child, using the Tower Hamlets Young Carers Identification Tool if helpful. Under the Care Act 2014 and the Children and Families Act 2014, young carers have the right to an assessment; where more support is needed than the school can provide, the DSL will refer to MAST for a Young Carers Assessment, attaching the Young Carers Identification Form.

44. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for them, and can be committed by family members, people known to the child, or strangers. All incidents of child abduction must be reported immediately to the police and Children's Social Care. Other community safety incidents near the school – such as people loitering or unknown adults approaching children – must be reported immediately to a DSL, and steps taken to keep children safe.

45. Modern slavery

Modern slavery encompasses human trafficking, slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, forced criminality and the removal of organs. Child sexual exploitation may be committed by an individual or organised network, and victims may not see themselves as victims. Child criminal exploitation may constitute modern slavery, and children who commit offences under coercion should be recognised primarily as victims. The DSL will refer all potential child victims to the local authority through MAST, in line with the Modern Slavery statutory guidance and the National Referral Mechanism.

46. Taking safeguarding action

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

- In an emergency, take the action necessary to help the child, including calling 999.
- Report your concern to a DSL **immediately** – and always before the end of the school day. If a child is at risk of immediate harm, speak to a DSL straight away.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the concern with colleagues, friends or family.
- Record the concern on **CPOMS** (or a yellow Record of Concern form if CPOMS is unavailable) and make sure a DSL has received it.
- Seek support for yourself if you are distressed.

47. Early help

All staff are trained to identify children who may benefit from early help – support provided as soon as a problem emerges, at any point in a child's life. This can be provided through the school's own pastoral support and/or local authority services and other agencies. The Tower Hamlets Early Help Strategy recognises schools' important role in identifying children and families at risk of poor outcomes. All children may benefit from early help, but children with the vulnerabilities listed in section 10 may benefit more.

Support may be provided through universal services, community-based early help and targeted Family Help. Where needs cannot be met through universal or community support alone, the DSL may work with partners to access Family Help services, contributing to assessments, planning and reviews and continuing to support the child throughout.

AT CUBITT TOWN **Our early help offer** includes support from our learning mentors, the inclusion team, our Parent Liaison Officer, Breakfast Club, and advice and workshops for families. Staff are especially alert to what children say and do during stay-and-play sessions, Early Years role play and playtimes.

Staff report any emerging concern to a DSL through CPOMS. The DSLs lead on liaising with other agencies and on setting up an **Early Help Assessment (EHA)** and **Team Around the Family** meetings where appropriate, with a member of the safeguarding team acting as lead professional. Staff are expected to cooperate with this process.

We use a **Think Family** approach – a current THSCP priority – considering the needs of the whole family.

Through Tower Hamlets services, we have helped families with, for example, financial support, safe housing and rehousing, home safety equipment, parenting courses, and referrals to Children and Family Centres (for antenatal and postnatal support, child health and family support).

All cases are kept under review by the safeguarding team in their regular meetings.

The DSL will apply the THSCP Levels of Need Guidance to decide what level of response is needed. If in doubt, the DSL will call MAST for a discussion. When an EHA has been completed and a Team Around the Family is in place, the school can also refer to the borough's Social Inclusion Panel for a coordinated, targeted plan.

MAST: 020 7364 5006 (Option 3); 020 7364 5601 / 5606 / 5358 / 7796 • **Child Protection Advice Line:** 020 7364 3444

If a child has been receiving early help and there is no improvement in their outcomes, the DSL must refer the child to Children's Social Care.

48. Handling the reporting or sharing of concerns

When a child shares that they are being abused, exploited or neglected, they may feel ashamed or frightened, may have been threatened, may have lost trust in adults or may blame themselves. They may not understand that what is happening is abuse. All staff should reassure children that they are being taken seriously and will be supported and kept safe. A child should never be made to feel they are creating a problem or should feel ashamed.

Staff should never promise a child that they will not tell anyone, as this may not be in the child's best interests. When a child tells you something, you should:

- stay calm and listen, allowing the child to speak freely;
- allow silences, and not ask leading questions – use open prompts such as 'Tell me more';
- reassure the child that they have done the right thing in telling you;
- explain what will happen next and who you will need to tell;
- record what the child said, in their own words, as soon as possible on CPOMS or a yellow Record of Concern form, and inform a DSL immediately;
- seek support from a DSL or your line manager if you feel distressed.

Informing parents and carers

Cubitt Town Primary School's approach to working with parents and carers is one of transparency and honesty. In most cases parents and carers will be informed when concerns are raised about their child, and given the opportunity to address them, and every effort will be made to tell them if a referral is to be made to another agency. However, parents will **not** be informed first where the DSL believes this would put the child or others at risk of harm – for example, where the concern is sexual abuse, FGM, fabricated or induced illness, or where a parent may be the source of harm – or where it could undermine a police investigation. In these cases the DSL will seek advice from MAST, CPAL or the police.

49. Confidentiality and information sharing

Staff should never assume that a colleague or another professional will take action and share information that might be critical in keeping a child safe. Early information sharing is vital. Reviews of serious cases have repeatedly highlighted failures to share information at the earliest opportunity. If in doubt, staff should speak to a DSL.

Safeguarding requires a high level of confidentiality. Staff should only discuss concerns with a DSL, Deputy DSL or the Headteacher, who will share information with other staff on a need-to-know basis only. Any member of staff can contact Children's Social Care directly if they are concerned about a child, but should inform a DSL as soon as possible that they have done so.

Staff will have due regard to data protection legislation, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, and will follow the seven golden rules for information sharing. Fears about sharing information must never stand in the way of protecting children. Data protection law does not prevent staff sharing information with relevant agencies: safeguarding children provides a lawful basis for sharing, and sharing must not be delayed through concerns about data protection where there is a safeguarding need.

Consent

Wherever appropriate, we share information with the consent of parents and carers, and we are open with them about why, what, how and with whom information will be shared. However, we will share information **without consent** where seeking consent would place a child at increased risk of harm, could undermine a criminal investigation, or would cause undue delay; where there is a risk of significant harm; or where it is otherwise justified in the public interest. Decisions are based on the facts of each case and the DSL may seek advice from MAST or CPAL.

Records

Information-sharing decisions are recorded, whether or not the decision is to share. Child protection records are kept on CPOMS or in a locked cabinet in the Assistant Headteacher (Inclusion)'s office, separately from the pupil's main school file, with access strictly controlled by the DSLs. Records are handled in line with the school's Retention and Destruction Policy. Where safeguarding information is stored electronically, the school has cybersecurity measures in place that meet the DfE's cyber security standards.

50. 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 a pupil is believed to be suffering, or at risk of suffering, significant harm, or is a child in need – that is, a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly impaired, without the provision of services.

LBTH Multi-Agency Support Team (MAST): 020 7364 5006 (Option 3); 020 7364 5601 / 5606 / 5358 / 7796 • **Child Protection Advice Line:** 020 7364 3444

The DSL will contact CPAL or MAST first for advice. The MAST Request for Support form will be accurate and detailed enough for MAST to decide on the level of response in line with the Levels of Need Guidance, and is sent securely. If the child is already known to Children's Social Care, the DSL will share concerns with the allocated social worker.

How safeguarding concerns are handled at Cubitt Town

1. A concern arises
A child tells you something, you notice a sign or change in behaviour, or someone else shares a worry. If a child is in immediate danger, call 999.

▼

2. Tell a DSL and record it
Speak to a DSL immediately (before the end of the day at the latest). Record the facts on CPOMS or a yellow Record of Concern form.

▼

3. The DSL reviews the concern
The DSL looks at the full safeguarding picture and applies the THSCP Levels of Need, seeking advice from MAST or CPAL if needed.

▼

4. The DSL decides next steps
- Monitor in school and support internally
- Early help (EHA / Team Around the Family)
- Refer to MAST / Children's Social Care
- Refer to the police, Prevent or LADO as appropriate

▼

5. Follow up and review
The DSL records decisions and outcomes, gives appropriate feedback to the member of staff, and keeps the case under review. If the child's situation does not improve, the DSL escalates.

51. Escalation procedures

If, after a referral to Children's Social Care, the child's situation does not appear to be improving, the DSL will follow local escalation procedures. In accordance with the THSCP Multi-Agency Escalation and Resolution Policy, the DSL will first contact the team manager in writing, then the service manager, then the divisional director. At every level there should be discussion and a concerted effort to resolve any professional difference, and the DSL will put their concerns in writing at each stage.

Appendices

- **Appendix 1:** MAST poster (attached separately)
- **Appendix 2:** Record of Concern form – for use only if CPOMS is unavailable (below)
- **Appendix 3:** MAST Request for Support form (attached separately)

Appendix 2: Record of Concern form

*Complete this form only if you cannot access CPOMS. Hand it **directly** to a DSL or Deputy DSL – do not leave it in a pigeonhole or on a desk.*

Details	
Child's full name	
Class	
Date and time of concern	
Your name and role	
What did you see or hear? (Use the child's exact words. Record facts, not opinions.)	
Any visible injuries? (Describe; do not examine the child.)	
Action taken so far	
Signature and date	
DSL: received by, date and time	
DSL: action taken and outcome	