

Safeguarding/Child Protection Policy

Date of Last Review: 21.11.17

Agreed by Governors: 21.11.17

Frequency of Review: Half-Termly

Date of Next Review: January 2018

Designated Senior Person for Child Protection: Francesca Kamei

Deputy Designated Senior Person for Child Protection: Jemma Brown

Named Governor for Child Protection: Elise Black

Our plan for education to understand the world and change it for the better

CURRICULUM Who we are	Thomas Tallis is a creative comprehensive school committed to a broad and balanced entitlement curriculum. Evidence informed, we use excellent teaching, data, and CPD to build quality, fairness and success for our young people for the long term. Literacy and numeracy across the curriculum enhance progress for everyone. Research and development focuses our thinking and improves our teaching and learning. We scrutinise our achievements and seek to improve them for all of our children. Our Habits of persistence, discipline, imagination, inquisitiveness and collaboration permeate everything we do. All our achievement and curriculum plans are based on this.
INCLUSION What we do	Inclusive Tallis enables our young people to understand themselves in a happy community characterised by positive peer pressure. Decision-making humanely balances the needs of individuals in community: we look for creative solutions to problems. We use feedback in all aspects of our life to develop young people's independence and improve our service. Our character values, which help develop character for learning as well as personal development are fairness, honesty, kindness, respect and optimism. They permeate everything we do. All our inclusion plans are based on this.
COMMUNITY How we work	Community Tallis aims to commission, sustain and model the best possible context for our students and our school to learn and grow, seeking enrichment and cultural capital for all our students. We know, understand and work with our community inside and outside school. We work in a national context with local knowledge of how students and staff flourish. We are committed to sharing and collaborating with other schools for the common good. Governors support our strengths and challenge strategically. Our community framework of connecting, communicating and collaborating permeates everything we do. All of our community and resourcing plans are based on this.

All staff and volunteers in school are well placed to notice when there is concern for a child.

They should be alert to the signs of abuse and must refer any concerns to the designated teacher responsible for child protection immediately.

Any parent or carer who has concerns about the welfare of a child at Thomas Tallis school can speak with the DSP for Child Protection, Francesca Kamei; alternatively they can contact Greenwich Council Children's Services on 020 8921 3172 or the Emergency Duty Team (Out of Office Hours only) on 020 8854 8888.

If a child is in immediate danger, call the Police on 999.

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Greenwich Safeguarding Children's Board (GSCB) and locally agreed procedures.

Thomas Tallis takes seriously its responsibility to protect and safeguard the children in its care and follows the guidance of:

- 'Keeping Children Safe in Education' September 2016
- London SCB Child Protection Procedures – October 2017
- London SCB CSE Guidance – March 2016
- 'Working Together to Safeguard Children' 2015
- 'What to do if You are Worried a Child is Being Abused' 2015
- Children and Families Act 2014

Introduction:

All staff at Thomas Tallis have a statutory duty to keep students safe and promote their welfare both inside and outside of school.

Safeguarding and Promoting the Welfare of Children is defined as:

- Protecting children from harm.
- Preventing the impairment of children's wellbeing or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best life chances.

Working Together to Safeguard Children 2015

Keeping adolescents safe is complicated because of their developmental stage and greater agency. Risk-taking is a normal and healthy aspect of adolescence. However, it is often out of step with the emotional maturity to manage impulses and assess the consequences of actions. Alongside this, as adolescents get older they have an increasing capacity to override the wishes and demands of family, authority figures and the state. It is not often realistic to simply tell a young person that they must disengage from high-risk activities.

The purpose of this safeguarding policy is to:

1. Provide a clear understanding of what puts young people at risk of harm.
2. Outline impacts on their welfare and wellbeing.
3. Illustrate indicators of concern for young people who are unsafe or being harmed.
4. Present the Thomas Tallis safeguarding structures.

1. Safeguarding young people from impacts on their welfare and wellbeing [pg 5]

Activities become harmful when they impact on the welfare of a young person and cause them (or put them at risk of) harm, or impair their wellbeing and development. The Children's Act 1989 identifies four aspects of harm which constitute the grounds for a Child Protection investigation: Physical, Sexual, Emotional and Neglect. They are outlined in more detail below [pg 5]. Under the Children's Act all those under 18 are considered to be children and are subject to the protection that it affords.

A young person may not recognise impacts on their welfare or wellbeing as harmful, especially if they provide pleasure or perceived protection.

2. What puts young people at risk of harm? [pg 6-7]

Adolescents face risk from others, and can also present risk to themselves and others. This includes:

- Adults – such as parents, carers, relatives or in the wider community.
- Children – such as siblings or peers.
- Themselves – in relation to self-harm or self-neglect.

A young person can be personally at risk whilst also threatening the safety of others. In such a case, it is essential not to lose sight of risks to the perpetrator.

Young people can become unsafe due to a wide range of activities and experiences located in their home, at school, in the wider community and increasingly online. Examples might include:

- Domestic Violence, Parental drug use, Toxic Trio, Poor diet or hygiene.
- Bullying and Self-Harm.
- Harmful Sexual Behaviour, Youth Violence and Gangs, Drugs and Alcohol, Radicalisation and Female Genital Mutilation

These activities may be inter-related and occur in multiple locations. Detailed definitions are set out below [pg 8-10]

A vulnerable young person may experience a number of these activities as both a victim and a perpetrator.

3. Indicators of concern [pg 8-10]

The many potential indicators of harm and poor wellbeing are presented below [pg 8], some of which are specific to particular activities. However, all abusive, threatening and dangerous experiences can cause chronic [on-going] and/or acute [one-off] trauma and this will impact on a young person's emotional wellbeing. The first indicator that a young person is unsafe may be sudden, unexplained or unexpected changes to their behaviour [Confrontational, defiant or withdrawn behaviours can demonstrate they are struggling to manage this trauma].

When a student discloses concerns directly to a member of staff they should follow the protocol on [pg 10]

A young person processing emotional trauma may be vulnerable to further risks as they try to support or improve their wellbeing on their own terms.

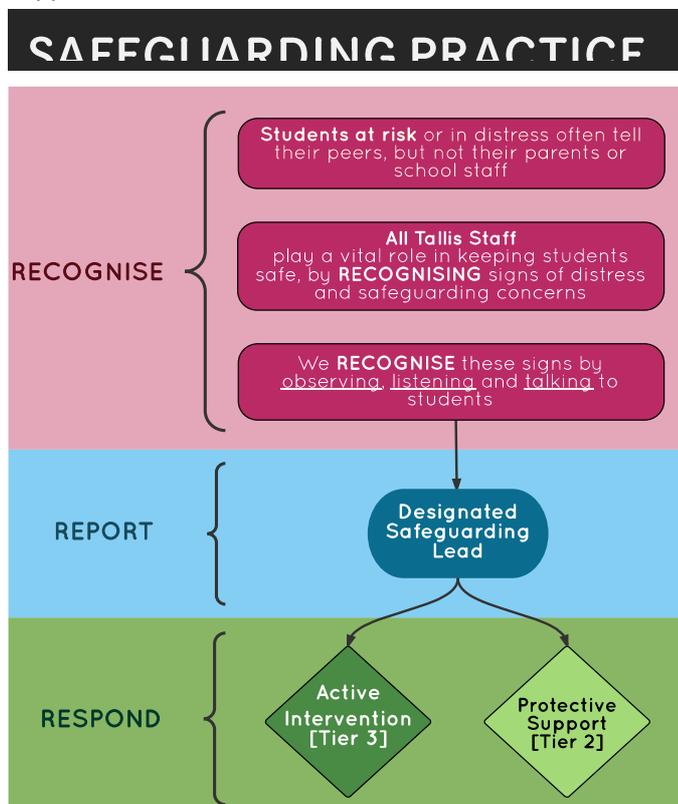
4. Thomas Tallis Safeguarding Structures [pg 11-20]

There are four key dimensions to Tallis Safeguarding Structures which are presented in more detail below.

- a. Establishing a safe environment in which children can learn and develop. [pg 11]
- b. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of safeguarding concern. [pg 13]
- c. Raising awareness of Safeguarding issues and equipping children with the skills needed to keep them safe through the curriculum. [pg 18]
- d. Supporting pupils who have been abused or radicalised in accordance with plans shared and agreed with statutory and non-statutory agencies. [pg 20]

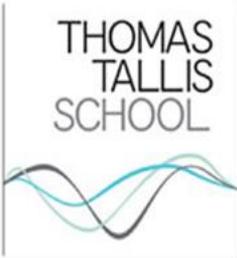
Safeguarding requires that we place the child's wellbeing at the centre of all our work.

Before any Safeguarding Concern can be reported it has to be recognised. This can be especially problematic if a young person is unaware of the risks they are exposed to or reluctant to disclose them. It is vital that all school staff take time to communicate and interact with students both in and outside of the class. This provides opportunities to observe indicators of unsafe behaviour and to build caring relationships with students which support disclosure.

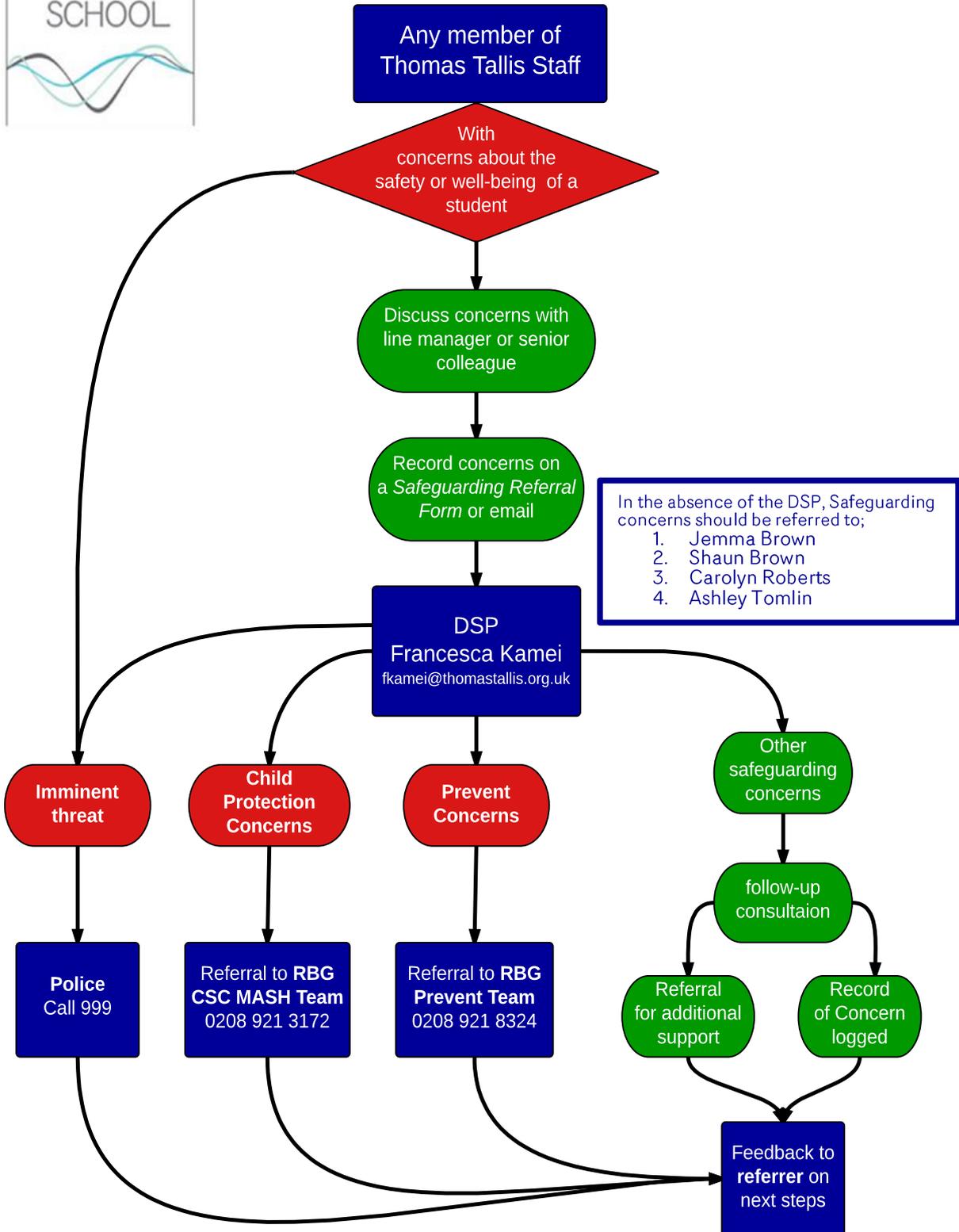


It is essential that every member of Tallis staff understands and follows the procedure for reporting safeguarding concerns. This procedure is presented in the flow diagram below. A record of all concerns should be emailed to the DSP Francesca Kamei or Jemma Brown.

The reporting of all Safeguarding concerns is a statutory duty. Failure to understand or comply with the school's agreed protocols and practice will be treated very seriously and could lead to disciplinary action.



Safeguarding Concern Procedure



1. Safeguarding young people from impacts on their welfare and wellbeing

There are four categories of abuse that present a risk of harm to a child and which may result in them being placed on the Child Protection Register. They are:

- ☒ Physical Abuse
- ☒ Emotional Abuse
- ☒ Sexual Abuse
- ☒ Neglect

Definitions of child abuse

'Child Abuse and Neglect' are generic terms encompassing all ill treatment of children, including serious physical and sexual assaults, as well as cases where the standard of care does not adequately support the child's health or development. Children may be abused or neglected through the infliction of harm or through the failure to act to prevent harm. Abuse can occur in a family, an institutional or community setting. The perpetrator may be known or not known to the child. These categories overlap and an abused child may suffer more than one type of abuse.

1. Physical Abuse

Physical abuse may take many forms e.g. hitting, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child. It may also be caused when a parent or carer feigns the symptoms or deliberately causes ill health to a child (now described as 'fabricated or induced illness').

2. Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development, and may involve:

- Conveying to the child that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.
- Imposing developmentally inappropriate expectations.
- Causing children to feel frightened or in danger e.g. witnessing domestic violence.
- Exploitation or corruption of children. Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and includes penetrative (i.e. vaginal or anal rape or buggery) and non-penetrative acts. It may also include non-contact activities, such as involving children in looking at, or in the production of pornographic materials, watching sexual activities or encouraging children to behave in sexually inappropriate ways.

4. Neglect

Neglect involves the persistent failure to meet a child's basic physical and/or psychological needs; such that it is likely to result in the serious impairment of the child's health and development. This may involve failure to provide adequate food, shelter or clothing; failure to protect from physical harm or danger or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

NB. *This guidance is provided as a useful reminder of the types and indicators of abuse but should not be considered as a substitute for more comprehensive training.*

2. What puts young people at risk of harm?

www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/

Young people place themselves at risk of harm through a wide range of activities and experiences located in their home, at school, in the wider community and increasingly online.

Domestic Violence www.refuge.org.uk

Domestic violence and emotional abuse are behaviours used by one person in a relationship to control the other. Violence can be criminal and includes physical assault (hitting, pushing, shoving, etc.), sexual abuse (unwanted or forced sexual activity), and stalking. Although emotional, psychological and financial abuse are not criminal behaviours, they are forms of abuse which can lead to criminal violence. Overt and covert exposure to domestic violence has traumatic impacts on children of all ages, from birth to adolescence.

Parental Drug Use

Parents with drug dependencies may lack the capacity to care for their children if meeting the needs of their addiction becomes their highest priority throughout the day. Their children are also exposed to increased risk from drug paraphernalia, other drug users and drug dealers.

Toxic Trio

The term 'Toxic Trio' has been used to describe the issues of domestic abuse, mental ill-health and substance misuse occurring in the same household. They are viewed as indicators of significantly increased risk of harm to children and young people.

Poor Diet and Hygiene

Providing a balanced and nutritious diet to growing children is an essential element of their healthy development. This can be more difficult for households on low incomes and requires very careful household management. When a family is being affected by other risks, such as Domestic Violence, important aspects and routines of child care may be neglected, impacting on the child's well-being.

Self-Harm - www.nshn.co.uk/whatis.html [Self Harm Protocol – Appendix A pg 22]

Self harm (also known as self injury or self mutilation) is the act of deliberately causing harm to oneself either by causing a physical injury, by putting oneself in dangerous situations and/or self neglect. Each individual's relationship with self harm is complex and will differ. There can be many reasons behind self harm such as childhood abuse, sexual assault, bullying, stress, low self esteem, family breakdown, dysfunctional relationships, mental ill health and financial worries.

Self-harm is primarily a coping strategy, providing a release from emotional distress and can enable an individual to regain feelings of control. Self-harm can be a form of self punishment for feelings of guilt. It can also be a way to physically express feelings and emotions when individuals struggle to communicate with others. It is, therefore, important that individuals that self-harm are able to express these feelings, thoughts and emotions in other ways whenever possible. It can be difficult to share the reasons behind the self-harm with others and to gain the help and support that may be needed.

Bullying - www.stopbullying.gov/index.html

Bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. It is a form of emotional and/or physical abuse and the school-based context should not distract from its very serious impacts on those who are bullied, those who bully, and those who witness bullying. A significant amount of bullying now takes place over the internet [cyber-bullying] This adds a complexity to the risk as it is simultaneously more private [from adults] and more public [to peers]. Bullying is linked to many negative outcomes including impacts on mental health, substance use, and suicide.

Harmful Sexual Behaviour -

Sexual behaviour between children is considered harmful if one or more of these conditions are met

- The experience is non-consensual
- It is enabled by a power imbalance, involving coercion or threat
- It involves sexual activity which is not age appropriate

HSB has a clear cross-over with issues such as Child Sexual Exploitation and Peer-on-Peer abuse

HSB occurs in a number of forms which may be generalised into 'contact and 'non-contact' types. [Appendix C – Forms of HSB with detail]

- Touching
- Sexual Exploitation
- Exposure
- Sexualised Language
- Pornography
- Sexting

It is essential for staff to recognise, challenge and report incidents of HSB in order to promote a culture in the school which views HSB as unacceptable and gives students the confidence to disclose their own experiences. [Appendix D – Managing incidents of HSB in School]

Child Sexual Exploitation - www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship [where sex is exchanged for affection or gifts], to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber-bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Radicalisation - www.preventforschools.org/index.php?category_id=83

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity. The process of radicalising children involves the identification of vulnerable individuals who are susceptible to the grooming process and drawing them into increasingly active involvement. This can put young people at risk of exposure to violent imagery as well as involvement in criminal and violent activities

Gangs and Serious Youth Violence - www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people/

Young people who feel excluded from family, education and other normative social/community structures may be drawn into gangs. These young people are often targeted because of their vulnerability and brought into the gang through a grooming process. Gang involvement for young people exists as a hierarchy, progression through the hierarchy requires increased involvement in criminality [stealing, carrying drugs or weapons] and violence. This exposes them to a very significant risk of harm.

Female Genital Mutilation [FGM] - www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/what-is-fgm/

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna. Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence. There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

3. Indicators of concern

There are many potential indicators of harm and poor wellbeing which are specific to particular activities or experiences. The lists below help to identify students whose welfare is affected by harmful behaviours.

Indicators of Neglect

- Sudden or unexplained changes in behaviour or in school performance.
- Constant hunger.
- Poor personal hygiene.
- Constant tiredness.
- Poor state of clothing.
- Emaciation.
- Frequent lateness or non-attendance at school.
- Untreated medical problems.
- Destructive tendencies.
- Low self esteem.
- Neurotic behaviour.
- Poor social relationships.
- Running away from home.
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

- Sudden or unexplained changes in behaviour or in school performance.
- Displays of affection in a sexual way, inappropriate to age.
- Tendency to cling or need reassurance.
- Regression to younger behaviour e.g. thumb sucking, acting like a baby,
- Complaints of genital itching or pain, or anal pain.
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger.
- Unexplained gifts or money.
- Depression and withdrawal.
- Apparent secrecy.
- Sleep disturbances, nightmares, bedwetting, daytime wetting and/or soiling
- Chronic illness, e.g. throat infection, venereal disease or other STD *
- Anorexia, bulimia.
- Unexplained pregnancy.
- Fear of undressing e.g. for sport.
- Phobias or panic attacks.

Indicators of Emotional Abuse

- Sudden or unexplained changes in behaviour or in school performance.
- Physical and/or mental and/or emotional development lags.
- Admission of punishment that appears excessive.
- Over-reaction to mistakes.
- Continual self-deprecation.
- Sudden speech disorders.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Neurotic behaviour e.g. thumb sucking, hair twisting, rocking.
- Self-mutilation.
- Fear of parents being contacted.
- Extremes of passivity or aggression.
- Drug/solvent abuse.
- Running away.
- Compulsive stealing or scavenging.

Indicators of Physical Abuse

- Sudden or unexplained changes in behaviour or in school performance.
- Unexplained injuries including burns, particularly if they are recurrent.
- Improbable excuses given to explain injuries.
- Refusal to discuss injuries.
- Untreated injuries.
- Admission of punishment which seems excessive.
- Bald patches.
- Withdrawal from physical contact.
- Arms and legs covered, even in hot weather.
- Fear of returning home.
- Fear of medical help.
- Self-destructive tendencies.
- Aggression towards others.
- Running away.

Indicators of Child Sexual Exploitation (CSE)

- Sudden or unexplained changes in behaviour or in school performance.
- Inappropriate sexual or sexualised behaviour.
- Repeat sexually transmitted infections.
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- Going to hotels or other unusual locations to meet friends.
- Getting in/out of different cars driven by unknown adults.
- Going missing from home or care.
- Having older boyfriends or girlfriends.
- Associating with other young people involved in sexual exploitation.
- Truancy, exclusion, disengagement with school, opting out of education Altogether.
- Drug or alcohol misuse.
- Getting involved in crime.
- Injuries from physical assault, physical restraint, sexual assault.

Indicators of Radicalisation

Self-identification

- Naming new ideological leaders / role models.
- Lingering concern with questions of meaning and identity.
- Concentrated self-image.
- Very strong devotion to a particular identity change.
- Newfound patriotism .

Us vs. Them Societal View

- Seeing society as the enemy.
- Verbal expression against the government .
- Expressed feelings of disconnection with peers, family or community.
- Change in personal narrative.

Social Interaction

- Disconnecting with former community.
- Initiating personal violence.
- Forcing customs on other.
- Dependence on communication technology.

Association with Extremist Groups

- Word choice – promotion or demonstration of extremist views.
- Change in physical appearance and/or attire.
- Internet identity.

Indicators of Female genital mutilation (FGM)

- Sudden or unexplained changes in behaviour or in school performance.
- Holiday requests made to school for significant lengths of time (Pre warning).
- Long periods of time away from the classroom during the day with bladder or menstrual problems.
- Avoidance of P.E.
- Difficulty walking, sitting or standing.
- Prolonged absences from school.
- Withdrawal.
- Depression.
- Recurrent Urinary Tract Infections (UTI) or complaints of abdominal pain.

Dealing with a Safeguarding Disclosure

It is vitally important that if a student speaks to you about a Child Protection incident that they tell you everything that will help to make them safe.

If a child discloses a safeguarding concern the member of staff should:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light.
- Listen to what is being said without displaying shock or disbelief.
- It is essential the student knows that you cannot guarantee confidentiality if you feel they maybe unsafe.
- However – explaining this to them MUST NOT prevent or dissuade them from telling you important information. You should not interrupt them to tell them about confidentiality.
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, do not ask leading questions.
- Do not criticise the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Explain what has to be done next and who has to be told.
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
- Sign and date the record of disclosure.
- Speak with the Designated Senior Person for Child Protection, and provide her with the signed, dated written record, using the agreed school proforma, without delay.
- Confidentiality should be observed and staff should not discuss any observations with colleagues, students, parents or carers unless it is deemed necessary for the protection of the child.
- The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- When the Designated Senior Person for Child Protection, or in her absence, the Deputy Person for Child Protection, has been informed, she will make the decision whether or not to refer the concern to Social Care. The Multi Agency Safeguarding Hub (MASH) will be consulted when there is uncertainty about whether to refer.
- If there are concerns about the emotional well-being of a student following a disclosure they will be offered access to Tallis Therapy Services [Appendix F]. Where appropriate parents will be made aware of the referral and may also access Tallis Therapy Services

4. Thomas Tallis Safeguarding Structures

a. Establishing a safe environment in which children can learn and develop.

Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989 & 2004.
- The Education Act 2002 (section 175).
- The Education (Pupil Information) (England) Regulations 2005.
- Keeping Children Safe in Education (DfE 2015).
- Dealing with Allegations of Abuse Against Teachers and Other Staff.
- Working Together to Safeguard Children (DfE, 2015).
- Procedures set out by the Greenwich Safeguarding Children Board.

More specifically, we will:

- Ensure we have a designated senior person for child protection, and deputy senior person for child protection, who have received appropriate training and support for their roles.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name and role of the designated senior person for child protection and their deputy.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus/website.
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan.
- Contact the child's social worker directly if there is an unexplained absence of a child who is Looked After. This may then trigger actions identified in the "Joint Police and Social Care Protocol for Dealing with Children Missing from Care".
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations (This could be electronic secure storage).
- Follow the procedures set out in Keeping Children Safer in Education 2015, if an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

Dealing with Allegations against School Staff

An allegation is any information which indicates that a member of staff /volunteer may have:

- Behaved in a way that has, or may have, harmed a child.
- Possibly committed a criminal offence against or in relation to a child.
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.

Following the guidance of Keeping Children safe in Education 2015, if staff members have concerns about another member of staff then this should be referred directly to the Headteacher.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education, who is Ken Palmer or Henrietta Quartano. Contact details are: 0208 921 4438

Email: Ken.Palmer@royalgreenwich.gov.uk

Tel: 0208 921 4438

- If the allegation meets any of the three criteria set out above then the Headteacher shall contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation.
- The Headteacher shall, as soon as possible, following briefing from the LADO inform the subject of the allegation.
- If there is an allegation or concerns raised against the Headteacher, then the Chair of Governors will be contacted. The Chair of Governors for this school is:
- Cath Farrant Contact through clerk of Governors julie.scott@royalgreenwich.gov.uk

In the absence of the Chair of Governors, the Vice Chair will be contacted.

Catherine Farrant Contact through clerk of Governors julie.scott@royalgreenwich.gov.uk

- In the event of allegations or concerns against the Head Teacher the Chair of Governors (or the Vice Chair) will contact the LADO, whose contact details are given in this policy.

Rigorous Recruitment

- We adhere to the Local Safeguarding Children Board (SCB) Key Standards for Recruitment, Ofsted and SAFEchild guidelines for recruiting all staff, paid or unpaid, by obtaining full personal details and application forms (not CVs) with particular relevance to previous work with children and young people. The School will implement recruitment procedures as recommended in Keeping Children Safe in Education, 2015
- We always take up two written references and insist that any appointment, where staff have direct and/or unsupervised access to children and young people will only be confirmed subject to a satisfactory Enhanced DBS check at the appropriate level.
- At interview we have sound procedures and recording to ensure we are satisfied, and can evidence that the applicant is appropriate and suitable.
- At least one person on each interview panel will have undertaken Safer Recruitment Training.
- Our Single Central Record is up-to-date and reviewed regularly by the Local Authority.
- From Sept 2016 All Governors will require and enhanced DBS check

eSafety

- There are 3 strands of eSafety at Tallis
 - Security of the school system
 - Providing students with the understanding and skills to make safe use of the internet
 - Providing opportunities for students to engage safely online
- These strands are managed by our eSafety Coordinator – Andy Pape
- Tallis enforces, an Acceptable Use Policy and ensures web connected computers are in public areas, and all browsing history is monitored.
- Tallis internet security and layered filtering ensure that access to extremist or abusive websites is restricted.
- Staff and pupils should alert the eSafety Coordinator if they find, see or receive something they are concerned about online, or in their emails. Where safeguarding concerns are raised by e-safety incidents we will follow our normal safeguarding protocols
- For specific details on the eSafety protocols and practice see the Tallis eLearning Policy

Visitors to Tallis

- Visitors to the Tallis working with students are vetted and where appropriate will evidence their DBS clearance.
- A member of Tallis staff will be present during sessions to support visitors and students.

b. Developing and implementing procedures for identifying and reporting cases, or suspected cases, of safeguarding concern

The Headteacher's Roles and Responsibilities: Safeguarding

In line with the statutory guidance Keeping Children Safe in Education (DfES, 2015), the Headteacher will ensure that:

- All staff will receive a copy of this policy and new staff will be given a copy as part of their induction programme. All staff will also receive a copy of the document "Keeping Children Safe in Education: information for all school and college staff" as recommended in the statutory guidance "Keeping Children Safe in Education" 2015.
- The policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate.
- Safe recruitment practice is followed whenever recruiting to posts.
- Appropriate action is taken whenever an allegation is made against a member of staff in line with Keeping Children Safe in Education 2015

The Designated Senior Person for Child Protection's Roles & Responsibilities

Broad areas of responsibility proposed for the Designated Senior Person for Child Protection.

- Recognise how to identify signs of abuse and neglect and when it is appropriate, to make a referral to other agencies.
- Refer cases of suspected abuse or allegations to the relevant statutory agencies (children's social care or the police).
- Act as a source of support, advice and expertise to staff within the educational establishment when deciding whether and when to make a referral to relevant statutory agencies.
- Seek advice from, and share information with, relevant statutory agencies before seeking consent or informing parents of a referral. Where practicable, concerns should be discussed with the family and agreement sought for a referral to children's services unless this may, either by delay or the behavioural response it prompts, place the child at risk of significant harm.
- Liaise with the Headteacher to inform her of any issues and ongoing enquiries under section 47 of the Children Act 1989 and police investigations and ensure there is always cover for this role.
- Understand the assessment process for providing early help and intervention; for example, through locally agreed common and shared assessment processes, such as the Royal Greenwich Early Help Guidance.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new or part-time staff who may work with different educational establishments.
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns about children's safety and welfare immediately they arise.

- Feedback and reassure staff who have raised a child protection concern.
- Be able to keep detailed, accurate, secure written records of referrals and/or concerns.
- Obtain access to resources and attend any relevant or refresher training courses.
- Ensure the establishment's child protection policy and procedures are updated and reviewed annually and work with the governing body.
- Ensure parents can see copies of the child protection policy and procedures which alerts them to the fact that referrals about suspected abuse or neglect may be made and the role of Thomas Tallis in this.
- Where children leave Thomas Tallis, to ensure their child protection file is provided for any new establishment as soon as possible but transferred separately from the main pupil file.

The Role & Responsibilities of all Staff within School

- Staff are not responsible for investigating cases of suspected abuse – this is the role of the Social Services Department, the police and other agencies. Staff must pass on their concerns to the Designated Teacher for Child Protection – AHT, Francesca Kamei, and then co-operate, as required with external agencies.
- The importance of recording cannot be over stressed, however trivial an incident may seem. If you feel concerned, then record it. It is by doing this that significant patterns emerge.

All staff will ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them.
- Follow the Safeguarding protocol and disclosure guidance.

The Governing Body's Roles & Responsibilities re Safeguarding

Keeping Children Safe in Education (DfES, 2015) provides the following statutory guidance:

- Governing bodies and proprietors are accountable for ensuring their school has effective policies and procedures in place in accordance with this guidance and for monitoring their school's compliance with them. They should ensure that an appropriate senior member of staff is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff liaising with the local authority and working with other agencies.
- In light of this statutory guidance, the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSP on matters relating to Safeguarding and Child Protection.

The Governing Body will ensure that:

- The school has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures, and the policy is made available to parents on request.
- The school operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures.
- A senior member of the school's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies.

- In addition to basic child protection training, the designated senior person undertakes training in inter-agency working that is provided by, or to, standards agreed by the GSCB, and refresher training at two yearly intervals to keep her knowledge and skills up to date.
- The Headteacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively; that it is kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The Headteacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention.
- A member of the governing body (Elise Black) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the Headteacher.
- The Governing Body reviews the child protection policy and procedures annually.

Communication with Parents:

- Parents and carers will be made aware of Thomas Tallis' policy through published information and in initial meetings with parent and carers of new children.
- Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them.
- This decision will be made in partnership between Education Services and Social Care. It will be made clear that this is a legal obligation and not a personal decision.

The Governing Body makes this policy available to parents, carers and children through the school website. A hard copy is also available on request.

Record Keeping

- The completed forms/records will be kept for the duration of the child's school career and where a child changes school, the forms/records will be forwarded to the Link Teacher at the receiving school.
- The school will retain a receipt for the records signed by the receiving school.
- The information contained will be regarded as confidential. Any request for access to the information by non-Greenwich Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent), will be referred to the Headteacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

Attendance

Close monitoring of attendance is fundamental to safeguarding students. Registers are taken at the beginning and end of the day.

- In the first instance unplanned absence is followed up by the Attendance Administrator and Form Tutor on the First Day of Absence
- Where non-attendance becomes a concern there is a clear stepped procedure monitored by the LA Attendance Officer to inform parents of their legal duties and offer additional support [Appendix E – Tallis Attendance Support]
- **Children Missing Education:** [See Appendix B – Tallis CME Procedures]
- Persistent Absence is reported to the LA Attendance Officer and where appropriate court action is taken
- The LA will be immediately informed of any student who misses 10 consecutive days of non-attendance
- The LA will be immediately informed of any student who
 - Who transfers to another school within the LA [Alternative Provision, Permanent Exclusion, Managed Move, Mid/End of Year Transfer
 - Who moves out of the LA
 - Whose parents elect to educate them home.
- Truancy is a very important indicator that a student is struggling to cope because of school, home or community experiences. This is especially true of Internal Truancy – which indicates a conflict from

wanting to be away from the home as well as not coping with the demands of school. Our graduated response to Truancy is highlighted in Appendix K

Further Information on Private fostering

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity). To help keep children safe and support families, all parents and private foster carers must notify the Local Authority of care arrangements for children so they can ensure a child is well cared for. If you suspect a child may be being privately fostered without formal arrangement it is important you share this information in case a child is at risk of harm.

Preventing Radicalisation

The Counter-Terrorism and Security Act, July 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent Duty").

- Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity.
- Extremism is defined as vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; we also include in our definition of extremism calls for the death of members of the armed forces:

Reporting Prevent Concerns

The Counter-Terrorism and Security Act 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education 2015 are listed in the Act as partners of the panel.

Thomas Tallis will follow the guidance set in Keeping Children Safe in Education 2015

- If any member of staff has concerns about the possible radicalisation of a student, they should report it immediately to the DSP.
- The DSP will contact the RGB Prevent Team.

PC Claire Farrell - Met Police Prevent Engagement Officer

Email: Claire.L.Farrell@met.pnn.police.uk

Telephone 020 8284 5706 or 07775 821592

Adam Browne – Royal Borough of Greenwich Prevent Coordinator

Email: Adam.Browne@royalgreenwich.gov.uk

Telephone 0208 921 8324 or 07791701077

- If additional support is required, the case will be taken by Adam Brown to the Channel Panel. If the concerns relate to an imminent threat (or are out of normal working hours), then the DSP should contact the anti-terrorism hotline or 999 [the RGB Prevent Team should be alerted at the next available opportunity].

Reporting FGM Concerns

All schools have a mandatory duty to report FGM concerns:

- If an incidence of FGM is disclosed by a student, this should be reported to the Police – 101
- If you have concerns that incidence of FGM may have occurred or may be arranged, this should be reported directly to the RBG MASH Team as with all other Child Protection concerns.

Guidance on Safer Working Practices for Adults in School

This guidance is to ensure that all adults working in school are clear as to their roles and the expectations placed upon them as professionals in an education setting. The guidance aims to protect both staff and the students within the school.

As a result of their knowledge, position and the authority invested in their role, all adults working in education settings are in positions of trust in relation to the young people in their care. Broadly speaking, a relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. It is vital for all those in positions of trust to understand the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship.

- A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people.
- Adults therefore have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others.
- Adults should not provide any intimate care to students. In particular the staff should not go into a toilet with a student or clean intimate parts of their body. Students who soil themselves will need to be collected and taken home by parents.
- Adults should not physically block or restrain students unless they are preventing the student from hurting themselves or others, from damaging property, or from causing disorder.
- Adults should report any incident where students have been restrained to the AHT for Child Protection, Francesca Kamei. These incidents will be recorded in the Safeguarding log

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore:

- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. They should speak of their concerns to their principal line leader, who will take these to the AHT for Child Protection, Francesca Kamei, or staff can speak directly to the AHT for Child Protection.

Email and Phone Communication

In order to make best use of the many educational and social benefits of new technologies, students (children and young people) need opportunities to use and explore the digital world, using multiple devices from multiple locations. It is now recognised that that e-safety risks are posed more by behaviours and values than the technology itself. Adults working in this area must therefore ensure that they establish safe and responsible online behaviours.

This means working to the school's Acceptable Use Policy and eSafety Policy. These detail the way in which new and emerging technologies may and may not be used and identify the sanctions for misuse.

From time to time, it is possible that adults working with students may be in contact with them via phone. It is also possible that students and staff will use email as a means of communication when not in lessons or after school.

- Adults should also be circumspect in their communications with students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming.
- They should not as a matter of course give their personal contact details to students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a child/young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based websites.
- When in contact with students via electronic communication, adults should report the circumstances and context of any misunderstanding, accidents or threats to Francesca Kamei or John Abrahams.

Meeting Students and Social Contact Outside of School

No student (child or young person) should be in or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and a senior manager or Headteacher. Staff should therefore be vigilant about maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations.

At the same time in relation to social contact, adults should:

- Have no secret social contact with students (child or young person) or their parents/carers.
- Consider the appropriateness of the social contact according to their role and nature of their work.
- Advise senior management of any social contact they have with a student (child or young person) or a parent/carers with whom they work, which may give rise to concern.
- Report and record any situation, to the DSP for Child Protection, Francesca Kamei, which may place a child at risk or which may compromise the school/service or their own professional standing.
- Be aware that the sending of personal communications such as birthday or faith cards should always be recorded and discussed with their principal line leader.
- Understand that some communications may be called into question and need to be justified.
- Not provide transport to students in their own cars.

c Raising awareness of Safeguarding issues and equipping children with the skills needed to keep them safe through the curriculum.

Safeguarding Training

- The Headteacher will in line with recommendations in the “Keeping Children Safe in Education - Statutory guidance for schools and colleges 2015”, undertake training on child protection at least once every three years.
- The Designated Senior Person (DSP) will attend the GSCB Level 2 “Working Together to Safeguard Children” training, and then undertake refresher safeguarding training at least every two years (statutory requirement).
- The Deputy DSP will also meet the training requirements.
- The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every three years.
- All members of staff will receive training on child protection annually.
- All new members of staff will receive child protection training as part of their induction programme.
- Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.
- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

Induction & Training

We have a clear induction and training programme for staff, students and parents.

Training Programme 2016-17

Date	Who	Training	Provider
5 th Sept 2017	All staff	Safeguarding Training and updates to KCSIE Staff sign to acknowledge they have read and understand KCSIE part 1	Tallis DHT
24 th May 2017	All Staff	Staff briefing on Harmful Sexual Behaviour; evaluating scenarios	Tallis DHT
Dec 1 st , Jan 26 th , March 30 th	Selected Staff	Understanding Trauma, its impacts of students in school and practical support strategies for staff	Tallis DHT
6 th Feb to 10 th Feb	All Students	Safer Inter Day – Assemblies across the week on the use and sharing of images on the internet	Tallis eSafety Lead
7 th Feb 2017	All Governors	Safeguarding Training – What does Recognition Led safeguarding look like?	Tallis DHT and RBG LADO
13 th Jan 2017	All Parents	Email introducing the new Harmful and Abusive Behaviour Policy and guidelines for responding to Online Abuse	Tallis DHT
6 th Jan 2017	All Parents	Email introduction to the “Tallis Safeguarding – Guidelines for Good Practice” and support for parents	Tallis DHT
14 th Dec 2016	All Staff	Introduction to “Tallis Safeguarding – Guidelines for Good Practice” poster	Tallis DHT
12 th Dec 2016	Parent Forum	Amy Winehouse Foundation presenting to parents on indicators and support for substance misuse	AMF Worker
25 th Nov 2016	Selected staff	Restraint Training	MS
14-18 th Nov 2016	All Students	Assemblies to introduce the Harmful and Abusive Behaviour Policy	Tallis DHT
Weds 9 th Nov	Tim Warner Bob Janes Val Churchill	Safeguarding Level 1 Training	Bexley
TBC	Lunch-time supervisors	Safeguarding Training and updates to KCSIE Staff sign to acknowledge they have read and understand KCSIE part 1	Tallis DSP

Induction Programme

On arrival all new staff receive a Safeguarding brief as part of their initial Induction which includes:

- An introduction to Safeguarding at Tallis.
- Identification of key Safeguarding personnel.
- A review of Safeguarding Flow diagram.
- Time to read and sign up to the “Keeping Children Safe in Education part 1”.

The Tallis Curriculum

Thomas Tallis School recognises that safeguarding and child protection is best achieved through a holistic approach, which is rooted in students understanding and valuing of themselves and their place in the world.

- Tallis Character is an umbrella term for all of the experiences provided by the school that contribute to the holistic development of young people we serve. In particular, there are 5 key character traits that

are embedded across the school; Kindness, Honesty, Fairness, Optimism and Respect. The Tallis Character Traits are fundamental values, which we believe are essential for all students to understand and engage with if they are to become active citizens who participate fully in British Society. These traits are promoted and rewarded across the curriculum and also through the Tallis enrichment programme.

- The Tallis PHSCE Curriculum is delivered by Form Tutors who have established secure relationships with their students. It provides age appropriate opportunities for students to develop the skills and understanding required to assess and make sound judgements as they mature and develop into young adults. This includes developing the skills to recognise and stay safe from abuse and to successfully navigate risky situations, as well as critically evaluating the material they read, watch and listen to [including extremist political and religious views]. The PHSCE Curriculum also contributes to the promotion and development of students' understanding of Fundamental British Values.
- The Tallis Religious Education curriculum provides opportunities for students to explore their own spirituality, and to understand and value of the beliefs of others. An appreciation of difference is central to tolerance and mutual respect.

eSafety Awareness

Issues surrounding eSafety are addressed primarily through the Computer Science and PSHCE curricula. Within Computer Science lessons students learn about how to protect their online privacy and identity and how to report a range of concerns, as well as recognising inappropriate content, contact and conduct. The PSHCE curriculum deals with digital literacy, critical evaluation of online sources and issues surrounding personal safety online.

Information about eSafety issues is also provided across the school via assemblies, tutor time, student council and the school newsletter. This provides information for the school community, parents and carers as well as the students themselves.

The guiding principle for eSafety at Thomas Tallis is that students are reminded little and often about the importance of staying safe online, ensuring that they are regularly reminded and informed of new and arising issues.

d. Supporting pupils who are in need of additional support or intervention in accordance with plans shared and agreed with statutory and non-statutory agencies.

All students with Multi-Agency Involvement

To ensure Multi-Agency Meetings [TAC, CiN, CP, EP and EHCP] are fully informed and key Tallis staff are aware of outcomes the following protocol is in place.

- HoYs will be invited to all meetings involving students from their Year Group.
- HoYs should confirm attendance if appropriate, but may otherwise decline.
- On receipt of the invite HoYs will arrange for a Progress and Attainment Round Robin to be completed and sent to Jemma Brown prior to the meeting date.
- HoYs should be cc'd into all emails which involve students from their Year Group.

TACs at Thomas Tallis

Should there be concerns surrounding a student, a TAC (Team around the Child) meeting will be held. This meeting will involve all key professionals who will discuss the student's needs and decide on the next course of action to support the child and their family. The professional who is most involved with the child or their family is nominated as the Lead Professional. The Lead Professional ensures that the actions agreed at the TAC are followed accordingly and that regular reviews are held to ensure progress. Where appropriate the Lead Professional may be identified from the Tallis staff.

TACs stepped up to Statutory Plans

If members of the TAC are concerned that progress is not being made to improve the welfare or wellbeing of a young person, or that there is an increased risk of harm, the case should be referred back to Children's Social Care as a matter of priority through the Multi Agency Safeguarding Hub [details below]. The case may be taken on for further Assessment or as part of a Statutory investigation.

Working with Students on Statutory Plans

We work closely with all external agencies ensuring that there is a holistic understanding of the student. Where appropriate a representative from Tallis will attend Core Group meetings as well as CiN Reviews and CP Conferences. For students on a Statutory Plan there will be a designated person in the school responsible for liaising with the Lead Professional and effectively supporting relevant actions to improve welfare and wellbeing.

Statutory Plans stepped down to TAC

If a student is part of a statutory plan and their social worker decides that the case no longer meet the Statutory threshold in will be 'Stepped Down'. There will be a final CIN (Child In Need) meeting where a new Lead Professional will be identified and the TAC process identified above will commence.

Consultation Line Tel- 0208 921 2267 or
The Greenwich Safeguarding Coordinator for Schools on 0208 921 4438.

Referrals will be made as soon as possible by telephone and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (MASH) Tel 0208 921 3172

Multi Agency Safeguarding Hub
Children's Services'
Safeguarding and Social Care, 1st Floor
The Woolwich Centre,
Wellington Street,
Woolwich, London
SE18 6HQ

Appendices:

Pg 22 - Appendix A – Self Harm Protocol: Guidance for DSP or their representative

Pg 23 – Appendix B – Tallis CME Procedures

Pg 24 – Appendix C – Forms of Harmful Sexual Behaviour

Pg 25 – Appendix D – Workflow for managing reported incidents of HSB in schools

Pg 26 – Appendix E – Tallis Attendance Support

Pg 27 – Appendix F – Tallis CME Procedures

Pg 28 – Appendix G – Tallis Therapy Offer

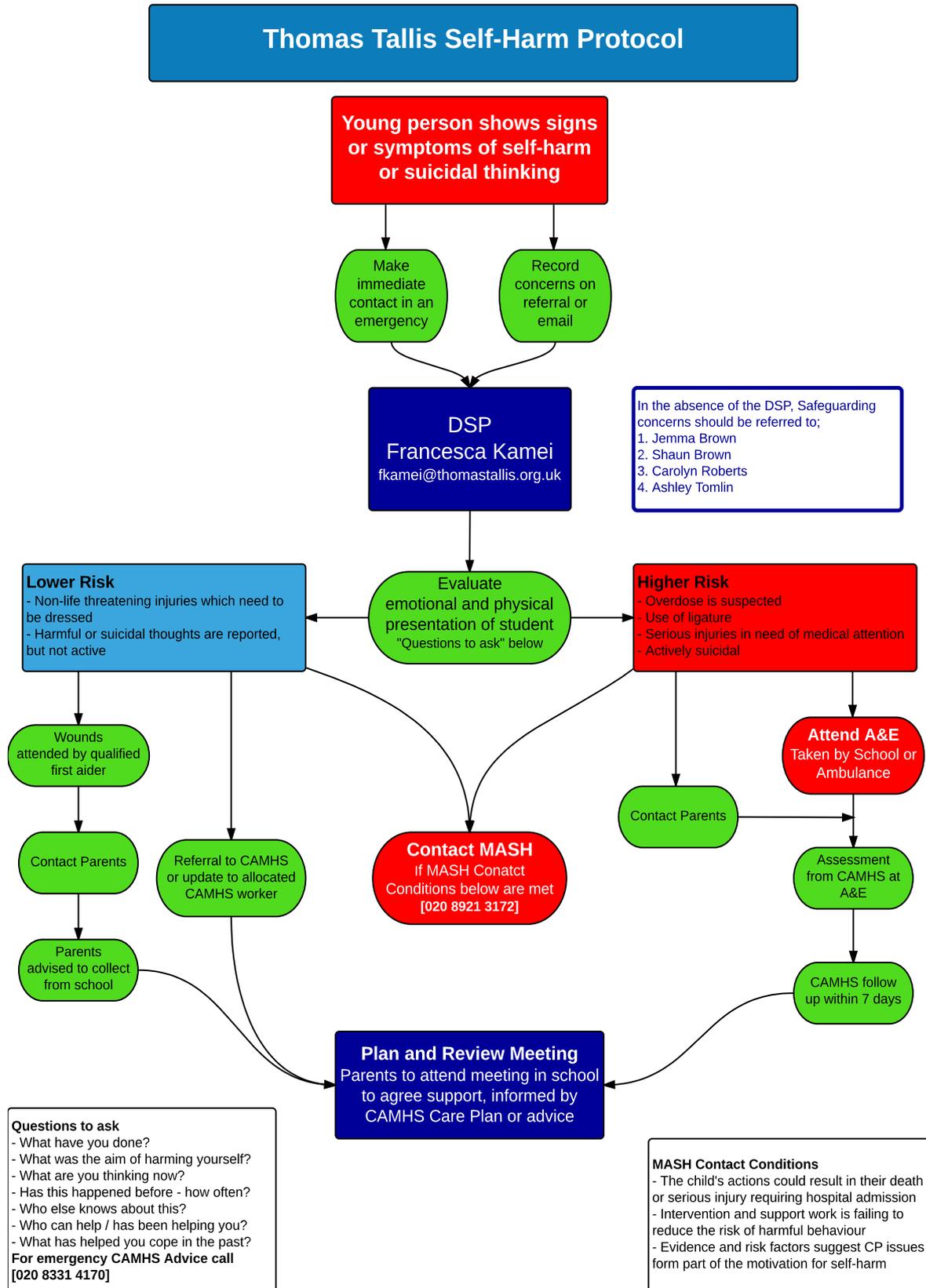
Pg 29 – Appendix H – Responding to Harmful and Abusive Behaviour at Tallis

Pg 30 – Appendix I – Understanding Sexual Behaviours in Children and Young People

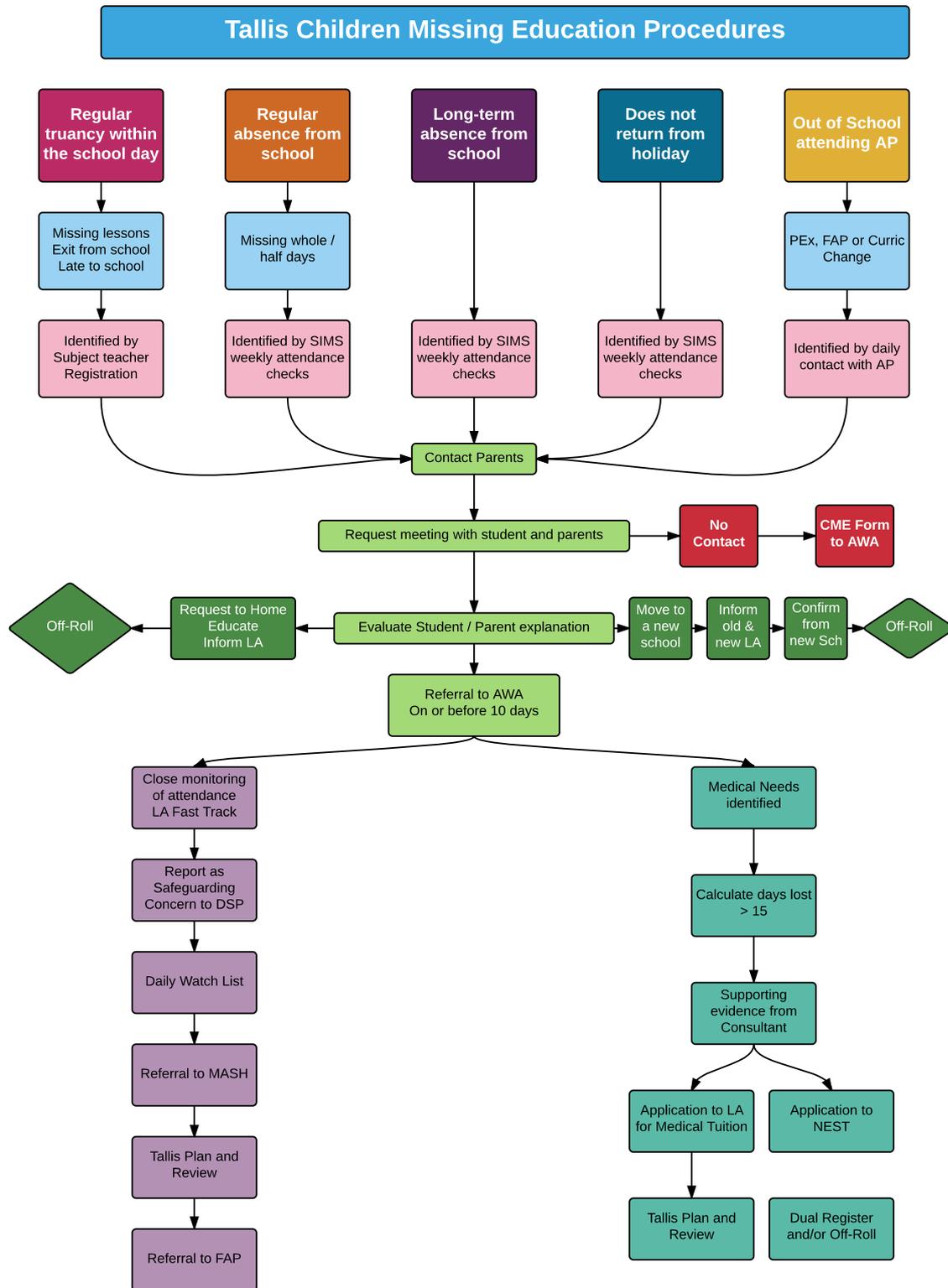
Pg 31 - Appendix J - Thomas Tallis Safeguarding Guidelines for Good Practice

Pg 32 – Appendix K – Tallis Truancy Response

Appendix A – Self Harm Protocol



Appendix B – Tallis CME Procedures



Appendix C: Forms of Harmful Sexual Behaviour

It is possible for all forms of HSB to be considered as criminal offences although every incidence of HSB will not necessarily lead to a successful prosecution. Sexualised behaviour can be subcategorised into contact and non-contact behaviour.

Touching: This factor is commonly present in referrals and can refer to touching themselves (masturbation) or others in a sexual manner.

Sexual Exploitation: This refers to the risk of CSE to themselves or other but also the actions they have towards others that indicate exploitation. These include DV concerns with partner whereby oral sex is forced as punishment in addition to spitting and violence; coercing (grooming) others to undress, perform sexual acts and be filmed/photographed. This also includes the possession of images of children.

Exposure: This form of non-contact behaviour occurs across all age ranges and indicates that they obtain sexual gratification from exposing themselves to others or do not believe or understand this behaviour is inappropriate.

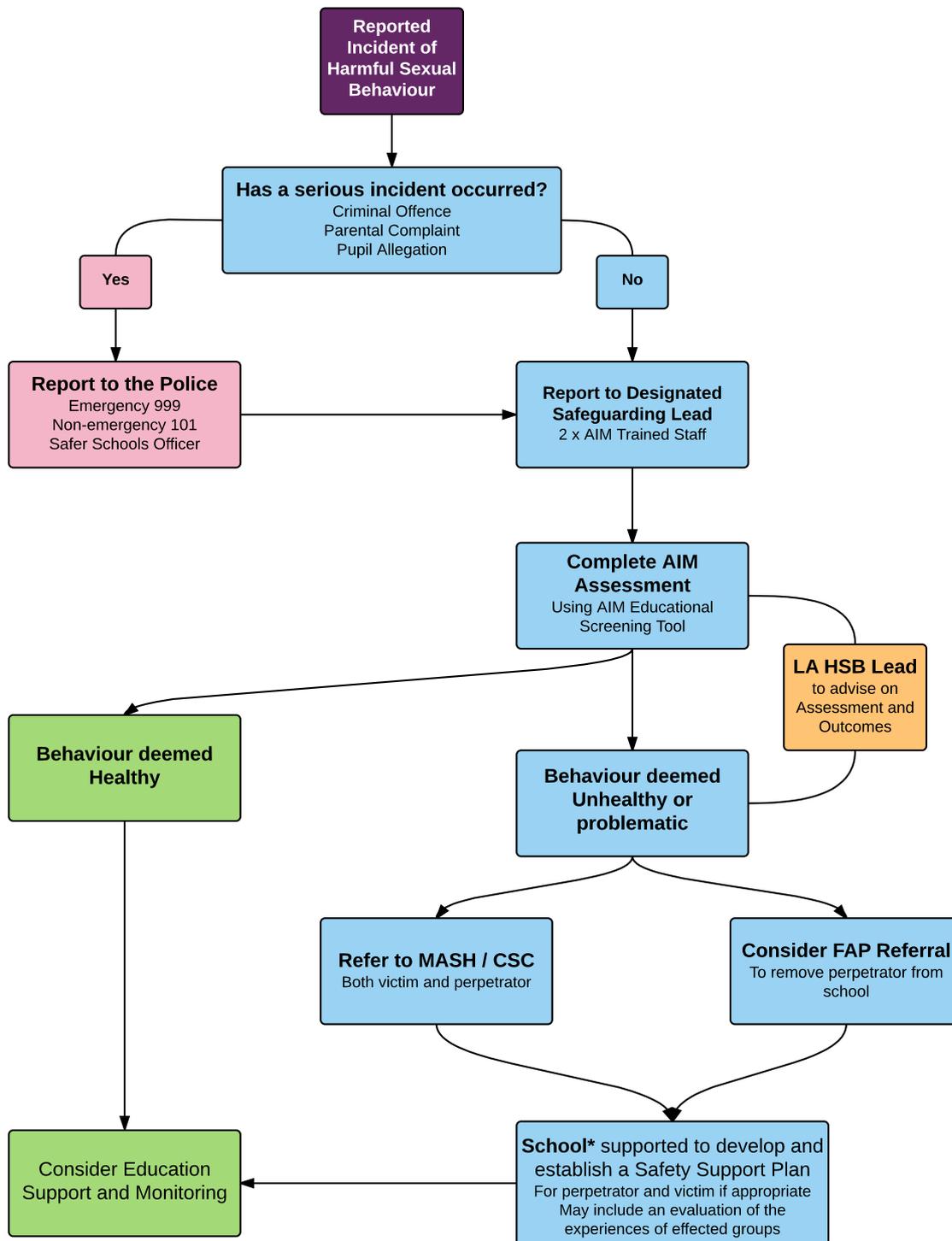
Sexualised Language: This can be used inappropriately towards others (peers and adults), one such example includes a young male saying 'suck my dick' when provoked / angry. It could also include sexualised/misogynistic name calling such as 'slut' or 'slag'. Alternatively, it may be due to the advanced knowledge or graphic discussions that they have regarding sexual experiences or desires with knowledge which exceeds that expected of their age.

Pornography: The integration of the internet in daily lives has resulted in information available at a click of a button. Online porn is an example of this and there are thousands of unregulated sites that are easy to find or can be stumbled across accidentally. In fact, research has shown that more children accidentally find online porn than deliberately search for it. Children might also find their way to pornographic sites because they're searching for information about sex online, something they might prefer to do rather than asking others directly. There are two key risks to be aware of when a child finds themselves on a porn site. It can firstly cause distress as images can be graphic and scenes can be very disturbing to children. In 2014/15 ChildLine dealt with 1229 counselling sessions with young people who'd been exposed to online sexually explicit images/content. It can also have an influence on attitudes as children who watch online porn can believe that it gives a true picture of sex and relationships. Coercing or enabling others to view pornography would also be considered to be a serious HSB.

Sexting: 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it Cybersex or refer to the act as sending a nudie, picture or selfie or the sending of inappropriate content. Sexting is often seen as flirting by children and young people who feel that it's a part of normal life and normal teenage behaviour. It is more common than you may think, and has been found to be commonplace amongst children and young people. This is likely due to being exposed to various technology and gadgets from a young age or now commonly from birth. This is due to high levels of ownership of smartphones that enable instant communication via text and pictures. There were over 1,200 ChildLine counselling sessions that mentioned 'sexting' in 2014/15. As a result most young people do not see 'sexting' as a problem and are reluctant to talk to adults about it because they are afraid of being judged or having their phones taken away. Any person who shares an image of themselves or another young person across social media commits a "distribution of pornography" criminal offence and is open to prosecution.

Appendix D: Work-flow for managing reported incidents of HSB in schools

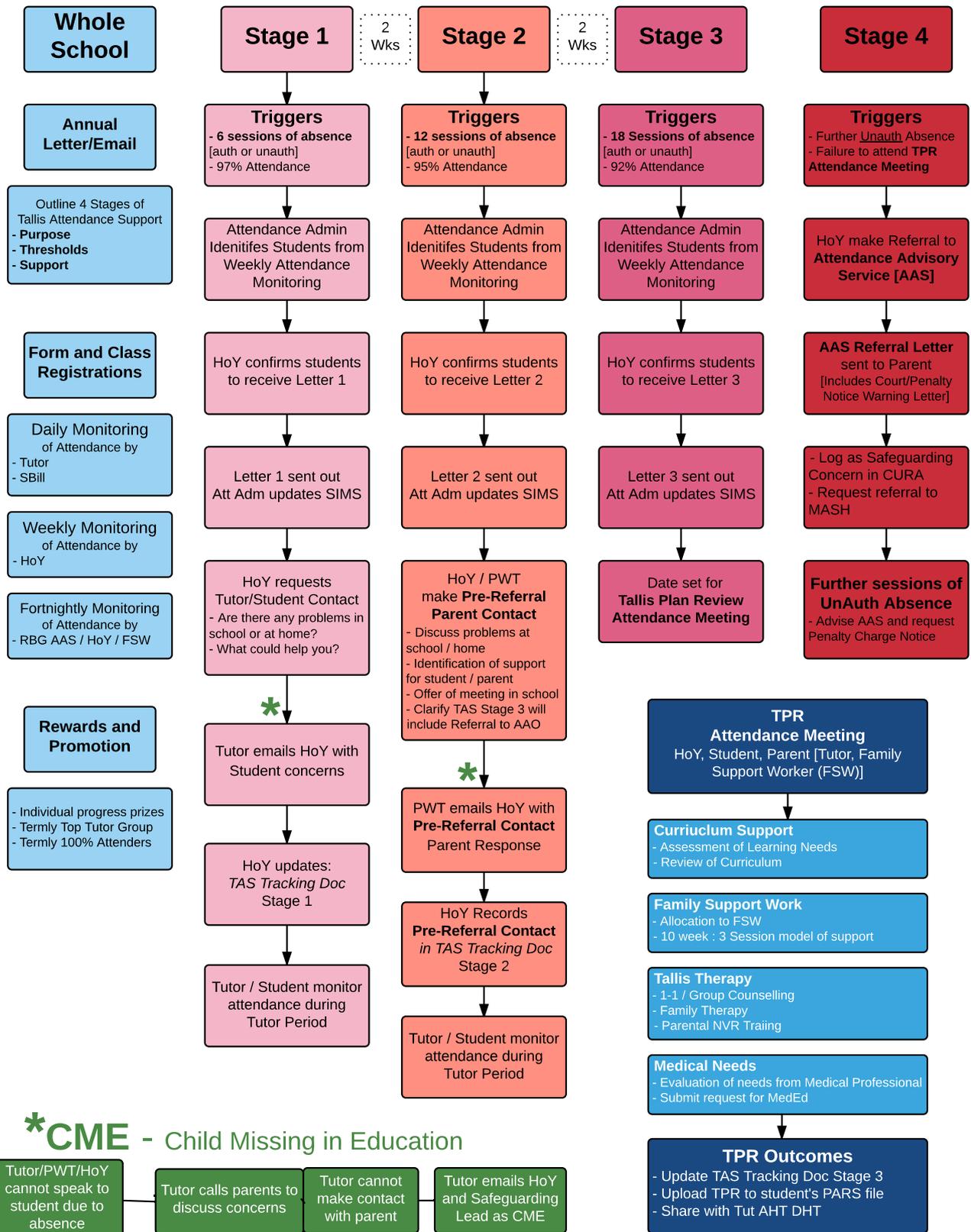
Work-Flow to manage a reported incident of Harmful Sexual Behaviour



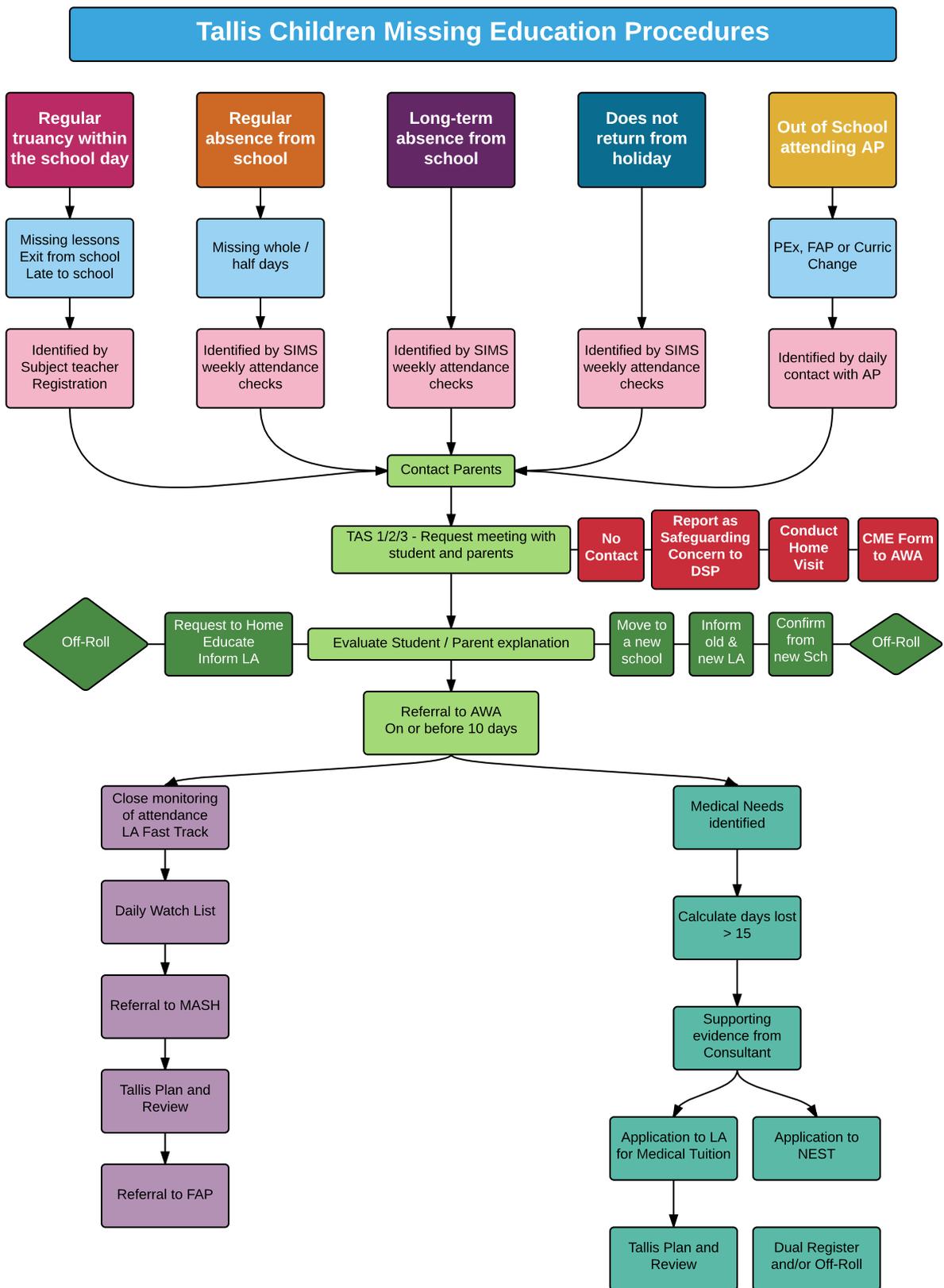
* **School** - This could be the original school or a new school or provision depending of the FAP decision

Appendix E: Tallis Attendance Support System

Tallis Attendance Support



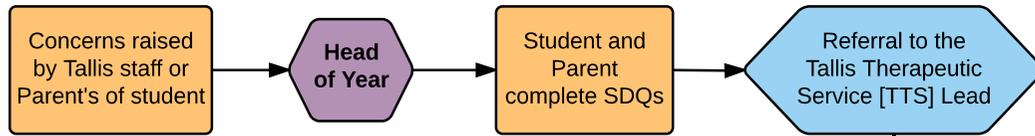
Appendix F: Tallis Attendance Support System



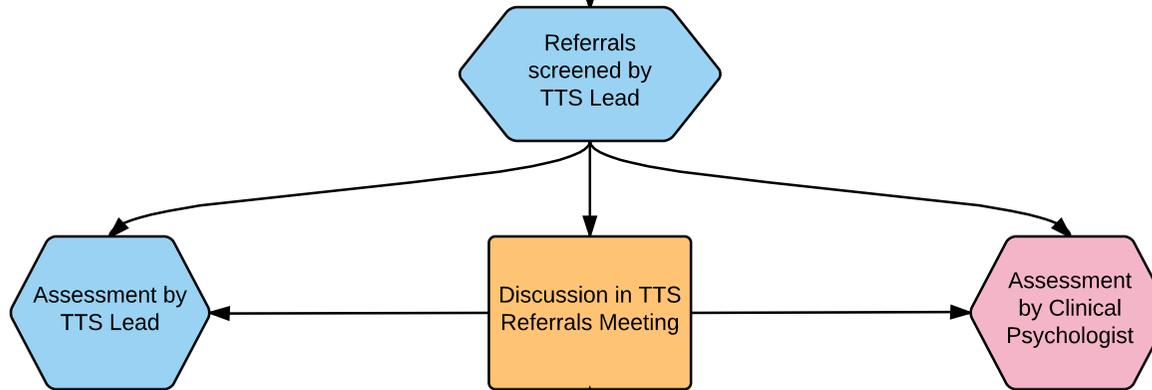
Appendix G: Tallis Therapeutic Service Pathways

Thomas Tallis Therapeutic Service Pathways

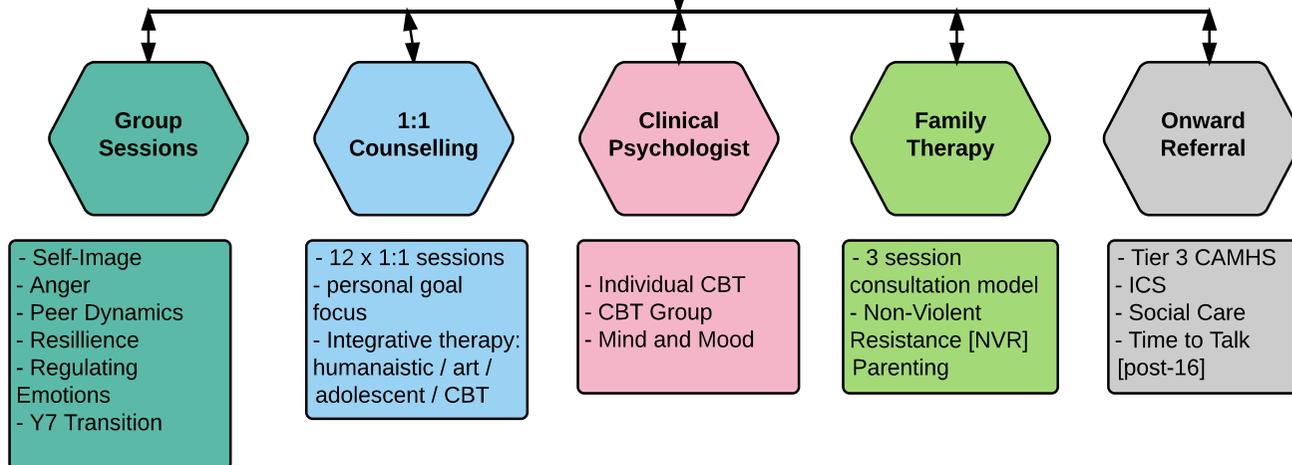
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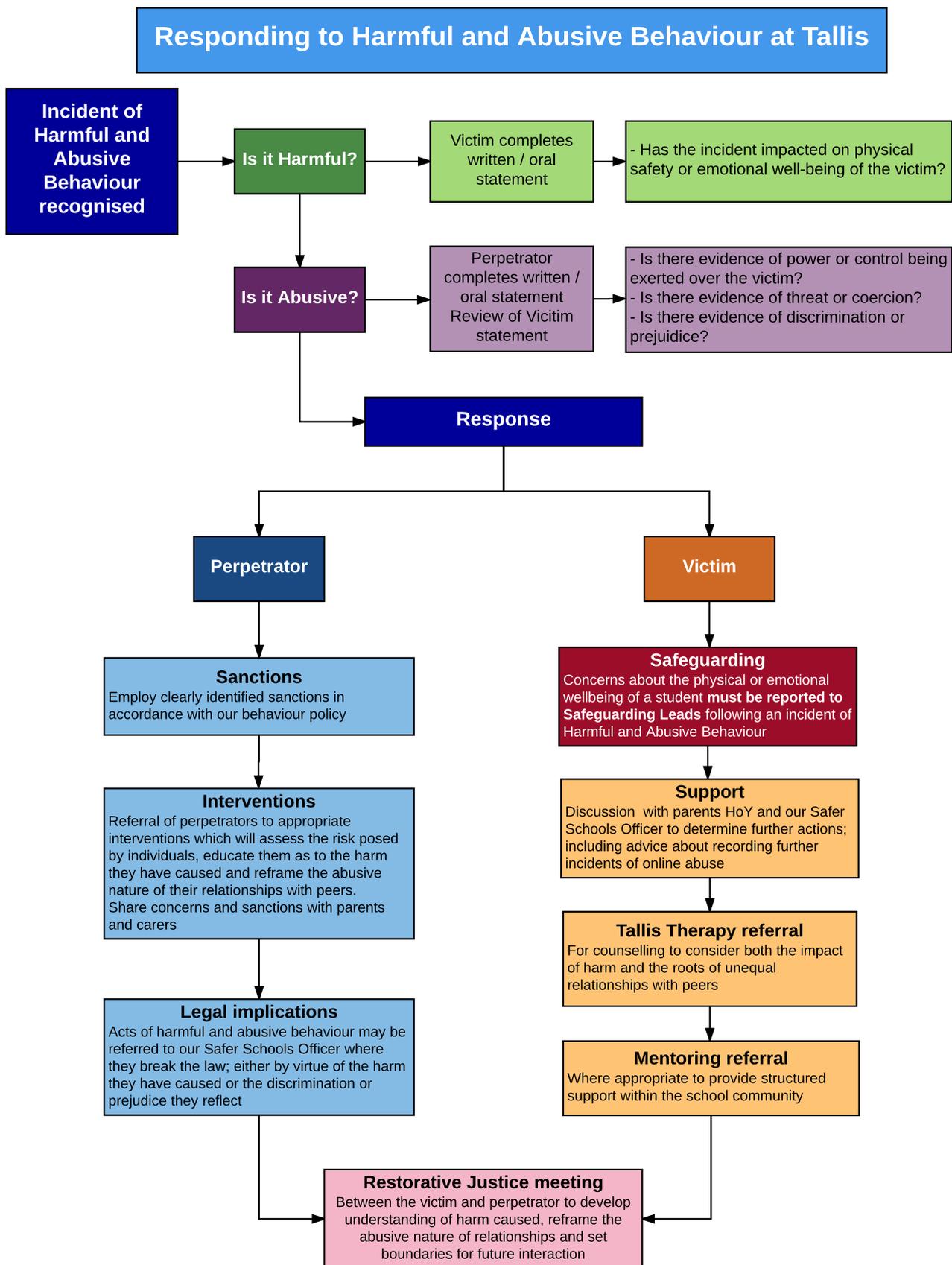
ASSESSMENT



PATHWAY & TREATMENT



Appendix H: Responding to Harmful and Abusive Behaviour at Tallis



Appendix I: Recognising Sexual Behaviours in children

Sexual Behaviours of Children and Young People

RED

Sexual behaviours which indicate or cause harm because they are:

- excessive, compulsive, coercive, forceful, degrading or threatening
- secretive, manipulative or involve bribery or trickery
- not appropriate for the age and stage of development
- between children with a significant difference in age, developmental ability or power

These behaviours signal the need to provide immediate protection and follow up support.

0 to 4 years

- compulsive masturbation which may be self injurious, of a persistent nature or duration
- persistent explicit sexual themes in talk, art or play
- disclosure of sexual abuse
- simulation of sexual touch or sexual activity
- persistently touching the genitals/private parts of others
- forcing other children to engage in sexual activity
- sexual behaviour between young children involving penetration with objects, masturbation of others, oral sex
- presence of a sexually transmitted infection

5 to 9 years

- compulsive masturbation e.g. self injuring, self harming, seeking an audience
- disclosure of sexual abuse
- persistent bullying involving sexual aggression e.g. pulling/lifting/removing other children's clothing, sexually threatening notes, drawing, text messages
- sexual behaviour with significantly younger or less able children
- accessing the rooms of sleeping children to touch or engage in sexual activity
- simulation of, or participation in, sexual activities e.g. oral sex, sexual intercourse
- presence of a sexually transmitted infection
- persistent sexual activity with animals
- using mobile phones and internet which includes giving out identifying details or sexual images

10 to 13 years

- compulsive masturbation e.g. self harming, seeking an audience
- engaging vulnerable others in a process to gain sexual activity by using grooming techniques e.g. gifts, lies, flattery
- force or coercion of others into sexual activity
- oral sex and/or intercourse with a person of different age, developmental ability and/or peer grouping
- presence of sexually transmitted infection or pregnancy
- deliberately sending and/or publishing sexual images of self or another person
- arranging a face to face meeting with an online acquaintance
- sexual contact with animals
- sexual activity in exchange for money or goods
- possessing, accessing or sending child exploitation materials e.g. photos of children naked or in sexual activities

14 to 17 years

- compulsive masturbation e.g. self harming, in public, seeking an audience
- preoccupation with sexually aggressive and/or illegal pornography
- sexual contact with others of significant age and/or developmental difference
- engaging others in a process to gain sexual activity by using grooming techniques e.g. gifts, manipulation, lies
- deliberately sending and/or publishing sexual images of another person without their consent
- arranging a meeting with an online acquaintance without the knowledge of a peer or known adult
- sexual contact with animals
- sexual activity in exchange for money, goods, accommodation, drugs or alcohol
- forcing or manipulating others into sexual activity
- possessing, accessing or sending child exploitation materials

ORANGE

Sexual behaviours which cause concern because of:

- persistence, intensity, frequency or duration of behaviours
- the type of activity or knowledge for the age and stage of development
- inequality in age, size, power or developmental ability
- risk to the health and safety of the child or others
- unusual changes in a child's behaviour

These behaviours signal the need to monitor and provide extra support.

0 to 4 years

- masturbation in preference to other activities
- preoccupation with sexual behaviours
- persistently watching others in sexual activity, toileting or when nude
- explicit sexual talk, art or play
- following others into private spaces e.g. toilets, bathrooms to look at them or touch them
- pulling other children's pants down or skirts up against their will
- touching the genitals/private parts of other children in preference to other activities
- attempting to touch or touching adults on the breasts, bottom, or genitals in ways that are persistent and/or invasive
- touching the genitals/private parts of animals after redirection

5 to 9 years

- masturbation in preference to other activities, in public, with others and/or causing self injury
- explicit talk, art or play of sexual nature
- persistent questions about sexuality despite being answered
- persistent nudity and/or exposing private parts in public places
- persistently watching or following others to look at or touch them
- pulling other children's pants down or skirts up against their will
- persistently mimicking sexual flirting behaviour too advanced for age, with other children or adults
- touching genitals/private parts of animals after redirection
- use of mobile phone and internet with known and unknown people which may include giving out identifying details

10 to 13 years

- masturbation in preference to other activities, in public and/or causing self injury
- persistent explicit talk, art or play which is sexual or sexually intimidating
- accessing age restricted materials e.g. movies, games, internet with sexually explicit content
- persistent expression of fear of sexually transmitted infection or pregnancy
- marked changes to behaviour e.g. older or adult flirting behaviours, seeking relationships with older children or adults in preference to peers
- engaging in sexual activities with an unknown peer e.g. deep kissing, mutual masturbation
- oral sex and/or intercourse with a known partner of similar age and developmental ability
- using mobile phones and internet with unknown people which may include giving out identifying details

14 to 17 years

- sexual preoccupation which interferes with daily function
- intentional spying on others while they are engaged in sexual activity or nudity
- explicit communications, art or actions which are obscene or sexually intimidating
- repeated exposure of private parts in a public place with peers e.g. flashing
- unsafe sexual behaviour, including unprotected sex, sexual activity while intoxicated, multiple partners and/or frequent change of partner
- presence of sexually transmitted infection or unplanned pregnancy
- oral sex and/or intercourse with known partner of more than two years age difference or with significant difference in development
- arranging a meeting with an online acquaintance accompanied by a peer or known adult
- using mobile phones and internet to send or receive sexual images of another person with their consent

GREEN

Sexual behaviours which are part of normal and healthy development and are:

- spontaneous, curious, light hearted, easily diverted, enjoyable, mutual and consensual
- appropriate to the child's age and development
- activities or play among equals in terms of age, size and ability levels
- about understanding and gathering information, balanced with curiosity about other parts of life

These behaviours provide opportunities to talk, explain and support.

0 to 4 years

- comfort in being nude
- body touching and holding own genitals
- unselfconscious masturbation
- interest in body parts and functions
- wanting to touch familiar children's genitals during play, toilet or bath times
- participation in make believe games involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine", playing 'family'
- asking about or wanting to touch the breasts, bottoms or genitals of familiar adults e.g. when in the bath

5 to 9 years

- increased sense of privacy about bodies
- body touching and holding own genitals
- masturbation, usually with awareness of privacy
- curiosity about other children's genitals involving looking at and/or touching the bodies of familiar children e.g. "show me yours and I'll show you mine", playing 'family'
- curiosity about sexuality e.g. questions about babies, gender, relationships, sexual activity
- telling stories or asking questions, using swear words, 'toilet' words or names for private parts
- use of mobile phones and internet in relationships with known peers

10 to 13 years

- growing need for privacy
- masturbation in private
- curiosity and seeking information about sexuality
- use of sexual language
- interest and/or participation in girlfriend or boyfriend relationships
- hugging, kissing, touching with known peers
- exhibitionism amongst same age peers within the context of play e.g. occasional flashing or mooning
- use of mobile phones and internet in relationships with known peers

14 to 17 years

- need for privacy
- masturbation in private
- accessing information about sexuality
- viewing materials for sexual arousal e.g. music videos, magazines, movies
- sexually explicit mutual conversations and/or use of humour and obscenities with peers
- interest and/or participation in a one on one relationship with someone of the same or other sex
- sexual activity with a partner of similar age and developmental ability (ability to consent must be considered)
- use of mobile phones and internet in relationships with peers

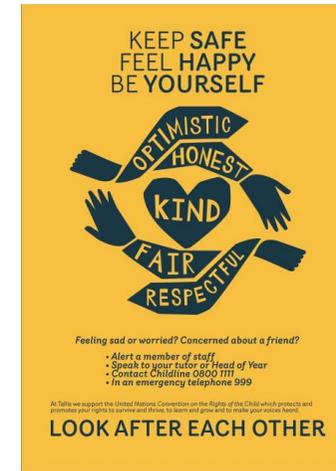
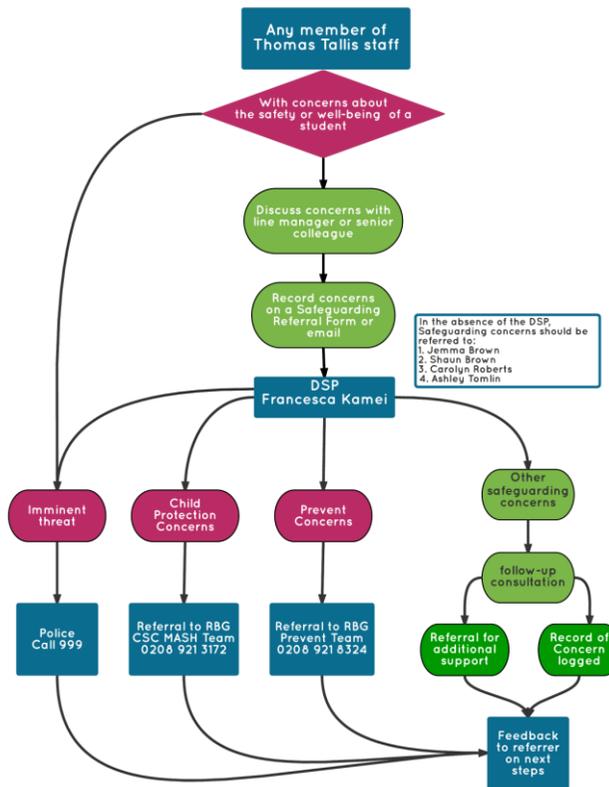
Traffic lights adapted from the Child at Risk Assessment Unit. (2000). Age Appropriate Sexual Play and Behaviour in Children. Canberra: Australian Capital Territory Government Community Care. 5-11

Appendix J: Thomas Tallis Safeguarding Guidelines for Good Practice

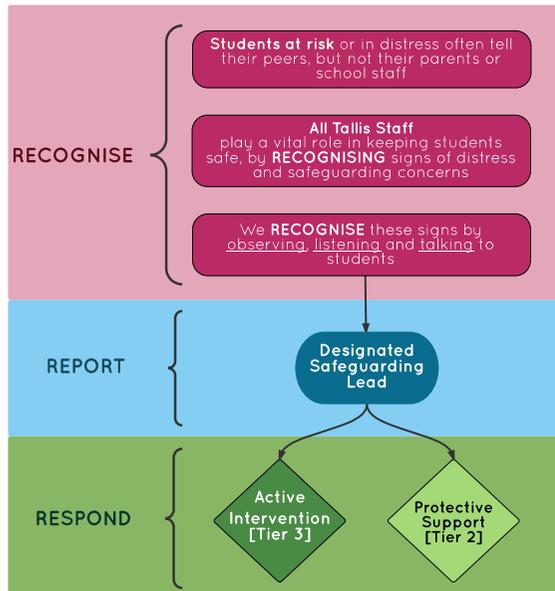
INDICATORS OF CONCERN

PRIMARY INDICATOR OF CONCERN: SUDDEN OR UNEXPLAINED CHANGES IN BEHAVIOUR OR SCHOOL PERFORMANCE	
Indicators of Neglect <i>Sudden or unexplained changes in behaviour or school performance.</i> Constant hunger, emaciation, compulsive stealing or scavenging Poor personal hygiene, poor state of clothing Constant tiredness, untreated medical problems. Frequent lateness or non-attendance at school. Poor social relationships, low self-esteem Running away from home.	Indicators of Sexual Abuse <i>Sudden or unexplained changes in behaviour or school performance.</i> Displays of affection in a sexual way, inappropriate to age Distrust and anxiety about familiar adults Depression and social withdrawal, self-harm Anorexia, bulimia, phobias or panic attacks, fear of undressing Tendency to cling or need reassurance. Regression to younger child-like behaviours Complaints of genital itching or pain, or anal pain. Sleep disturbances, nightmares, bedwetting, and/or soiling Chronic illness, e.g. throat infection, venereal disease or other STD Unexplained gifts or money, unexplained pregnancy
Indicators of Emotional Abuse <i>Sudden or unexplained changes in behaviour or school performance.</i> Disclosure of punishment that appears excessive. Over-reaction to mistakes, heightened self-deprecation. Neurotic behaviour e.g. thumb sucking, hair twisting, rocking. Extremes of passivity or aggression, fear of new situations. Substance mis-use abuse, self-harm Running away from home, fear of parents being contacted. Compulsive stealing or scavenging	Indicators of Child Sexual Exploitation (CSE) <i>Sudden or unexplained changes in behaviour or school performance.</i> Inappropriate sexual or sexualised behaviour Injuries from physical assault, physical restraint, sexual assault Repeat sexually transmitted infections, unexplained pregnancy Missing from home/care, meeting friends in unusual locations Having older boyfriends or girlfriends, seen with unknown adults Associating with other young people involved in sexual exploitation. Truancy, exclusion, disengagement with school. Drug or alcohol misuse, involvement in criminality Unexplained gifts or money, expensive habits (alcohol, drugs).
Indicators of Physical Abuse <i>Sudden or unexplained changes in behaviour or school performance.</i> Unexplained or recurrent injuries including burns Improbable excuse/refusal to discuss injuries, untreated injuries. Disclosure of punishment which seems excessive. Withdrawal from physical contact, fear of medical help. Depression and social withdrawal, aggression towards others. Substance mis-use abuse, self-harm Arms and legs covered, even in hot weather. Running away/fear of returning home, or parents being contacted	Indicators of Female genital mutilation (FGM) <i>Sudden or unexplained changes in behaviour or school performance.</i> Bleeding or menstrual problems cause prolonged distress at school Recurrent urinary tract infections or complaints of abdominal pain Depression and social withdrawal, self-harm Avoidance of PE, difficulty walking, sitting or standing. Extended holiday requests and/or prolonged absences from school

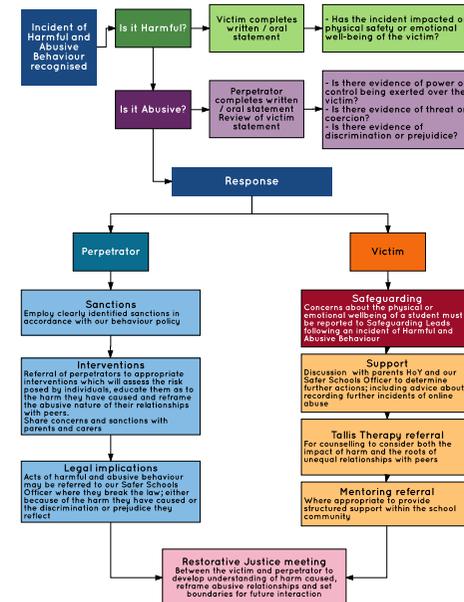
SAFEGUARDING PROTOCOL



SAFEGUARDING PRACTICE



HARMFUL & ABUSIVE BEHAVIOURS



EDUCATION TO UNDERSTAND THE WORLD & CHANGE IT FOR THE BETTER

Appendix K: Tallis Truancy Response

Tallis Truancy Response					
Early Indicators	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #C8E6C9; text-align: center;">Internal</th> <th style="background-color: #C8E6C9; text-align: center;">External</th> </tr> </thead> <tbody> <tr> <td style="background-color: #C8E6C9;"> <ul style="list-style-type: none"> - Extended Toilet breaks - increasing frequency and length - Very late arrival to lessons - Failure to arrive at lesson - Missing lesson marks during the day - Absence from pm Reg - Increasing use of Withdrawal Room / LSU </td> <td style="background-color: #C8E6C9;"> <ul style="list-style-type: none"> - Late arrival to school but parent confirms student left on time </td> </tr> </tbody> </table>	Internal	External	<ul style="list-style-type: none"> - Extended Toilet breaks - increasing frequency and length - Very late arrival to lessons - Failure to arrive at lesson - Missing lesson marks during the day - Absence from pm Reg - Increasing use of Withdrawal Room / LSU 	<ul style="list-style-type: none"> - Late arrival to school but parent confirms student left on time
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Stage 1	<ul style="list-style-type: none"> - HoY Alert Teachers - to monitor arrival times and toilet requests - HoY to arrange TPR with; parents, student and LSU - External Agency referrals - Early Help, MASH, CAMHS - LSU Truancy Intervention - establish the root of Truancy and identify support needed - SLT Detention 				
Stage 2	<ul style="list-style-type: none"> - Maintain LSU support - Complete Assessments of identified Learning, Well-being and Safeguarding needs - IER following identified truancy - FTE where IER is not effective 				
Stage 3	<ul style="list-style-type: none"> - AHT Inc to arrange TPR with; HoY, Parent, student, LSU and External Agencies - Alternative Provision referral to be made - Change of school placement discussed 				
Stage 4	<ul style="list-style-type: none"> - AHT Inc to arrange TPR with; HoY, Parent, student, LSU and External Agencies - FAP referral to be made - Transition support for Managed Move 				