

<b>Astrum Multi Academy Trust</b>	
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Reviewed by Local Authority Designated Officer [LADO] August 2015  
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This Policy has been adopted by:  
Astrum Multi Academy Trust

Designated Member(s) of Staff are:



Lower School  
Lara Parr – (DSL)  
Tracy Edmonston (Deputy DSL)



Upper School  
Sue Jeffery – (DSL)  
Jay Stanier (Deputy DSL)

Hazel Wicks – Extended Schools Coordinator  
Vivienne Curtis – Parent Liaison Officer

## **CONTENTS**

- 1 Introduction**
  - 2 Statutory Framework & Guidance**
  - 3 The designated safeguarding lead**
  - 4 The Trust Board**
  - 5 The Head of School**
  - 6 School Procedures – Staff responsibilities**
  - 7 When to be concerned**
  - 8 Specific safeguarding issues**
  - 9 Dealing with a disclosure**
  - 10 Record Keeping**
  - 11 Confidentiality, Consent and Information Sharing**
  - 12 Communication with parents**
  - 13 Inter-Agency Working**
  - 14 Whistle-Blowing and Complaints**
  - 15 Contractors, Service and Activity Providers and  
1. Work Placement Providers**
  - 16 Site Security**
  - 17 Safer recruitment**
  - 18 Allegations Involving School Staff/Volunteers**
- 
- Appendix 1 Linked Policies and Procedures**
  - Appendix 2 School Record of Concern and Body Map**
  - Appendix 3 Redbridge LSCB Multi-Agency Threshold Guidance**
  - Appendix 4 Indicators of Harm**
  - Appendix 5 Guidance on specific safeguarding issues**

## Appendix 6    Contacts and useful information

**Astrum Multi Academy Trust**

**CEO – Louise Parr**

**Head of Lower School – Lara Parr**

**Head of Upper School – Sue Jeffery**

### Named personnel with designated responsibility for Child Protection

Site	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Designated Governor for Safeguarding & Child Protection	NHS nurses based at the school
Lower School- Gresham Drive	Lara Parr (Head of School )	Tracy Edmonston (Deputy Head of School)	Ann Garrard	
				Nokwazi Kumalo Lower School
Upper School- Barley Lane	Sue Jeffery (Head of School)	Jay Stanier (Deputy Head of School)	Ann Garrard	
				Carol Gentle Upper School
Whole school	Hazel Wicks (Extended schools co-ordinator)	Out of School Hours/Play scheme/clubs		
Whole school	Viv Curtis (Parent liaison Officer – PLO)			

## 1.0 INTRODUCTION

Safeguarding is defined as protecting children<sup>1</sup> from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is **everyone’s** responsibility. Everyone who comes into contact with children and families has a role to play. In order 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. 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.

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<sup>1</sup> Children includes everyone under the age of 18

Safeguarding encompasses the arrangements that are in place for all children. Child protection refers to the policy and procedures for children who have been significantly harmed or are at risk of harm.

This Safeguarding and Child Protection policy forms part of a suite of documents and policies which encompass the safeguarding responsibilities of the school. ([Appendix 1 Linked Policies and Procedures](#)). In particular this policy should be read in conjunction with the Behaviour policy, the Code of conduct / Staff behaviour policy (including Acceptable use of technologies, staff/pupil relationships and use of social media), the Safer Recruitment policy, the Online-Safety policy and the Anti-Bullying policy.

The aims of this policy are to:

- provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities;
- ensure consistent good practice across the school
- define the responsibilities of school leaders, including governors, and all staff for safeguarding and child protection.

**All** staff, volunteers and governors should know and understand this Safeguarding and Child Protection policy and their responsibility for implementing it. This will involve all staff reading, at a minimum, Part one, Part 5 and Annex A and all governors reading all of [Keeping Children Safe in Education \(2018\)](#).

**All** staff have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children and young people.

### **Implementation, monitoring and review of the safeguarding and child protection policy**

This policy will be reviewed annually by the Trust Board. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Head of School, the designated safeguarding lead, the named governor for safeguarding and through staff performance measures.

### **School Staff and Volunteers**

**All** staff have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children and young people.

In order that all members of staff have the knowledge and skills required to fulfil their duties, school leaders will:

- provide induction for all new members of staff, including newly-qualified teachers, which includes safeguarding and child protection training. They will be expected to read and understand Keeping Children Safe in Education (September 2018) Part One and Annex A and be familiar with our safeguarding and child protection policy and the staff code of conduct. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection training, commensurate with their roles, before being deployed;

- provide all staff with appropriate safeguarding and child protection training which is updated regularly. In addition all staff will receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. School leaders will keep a record of staff induction and training.

### **Mission Statement**

In delivering our safeguarding duties, we will:

- provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child;
- identify concerns early and prevent concerns from escalating;
- establish and maintain a culture where children feel respected, secure, are encouraged to talk and are listened to when they have a worry or concern;
- establish and maintain an environment where school staff and volunteers feel well informed about safeguarding and child protection and are listened to when they have concerns about the safety and wellbeing of a child;
- ensure children know that there are adults in school whom they can approach if worried and that these adults will take action to deal with what worries them;
- ensure that children who have unmet needs are supported appropriately. This could include a referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected;
- where there is a safeguarding concern, take the child's wishes and feelings into account when determining what action to take and what services to provide and ensure that there are systems in place for children to express their views and give feedback;
- when concerned about the welfare of a child, always act in the best interests of the child;
- work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations;
- include opportunities across the curriculum, including within Personal social health education (PSHE) and Information technology (IT), for children to be taught about safeguarding and to develop the skills they need to recognise danger, protect themselves from risks and stay safe from abuse; maintain an attitude of **"it could happen here"** where safeguarding is concerned
- ensure that staff feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and are familiar with the appropriate whistleblowing procedures
- maintain a culture of continuous improvement with regard to safeguarding and child protection arrangements.

### **STATUTORY FRAMEWORK & GUIDANCE**

In order to safeguard and promote the welfare of children, this policy and our safeguarding and child protection procedures have been developed in accordance with the following legislation and guidance:

- [The Children Act 1989](#)
- [The Children Act 2004](#) (section 10 and section 14B)
- [Section 5B\(11\) of the FGM Act 2003 \(as inserted by section 74 of the Serious Crime Act 2015\)](#)
- [Children and Social Work Act 2017](#)
- [The Education Act 2011](#)
- [Education Act 2002](#) (section 175 and 157)

- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Regulation 9 of the School Staffing \(England\) Regulations 2009](#)
- [Regulated activity in relation to children: scope \(Factual note by HM Government\)](#)
- [Children and Families Act 2014](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#)
- [Serious Crime Act 2015 Counter Terrorism and Security Act 2015 \(Section 26\) \(PREVENT duty\)](#)
- [Redbridge Local Safeguarding Children Board Multi-Agency Thresholds Documents \(Are you worried about a child?\) \(March 2018\)](#)
- [Working together to safeguard children \(July 2018\)](#)
- [Keeping Children Safe in Education \(DfE September 2018\)](#)
- [What to do if you are worried a child is being abused – Advice for practitioners \(2015\)](#)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)
- [Revised Prevent duty guidance for England and Wales](#): guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [Inspecting safeguarding in early years, education and skills settings](#): Guidance for inspectors undertaking inspection under the common inspection framework (23 August 2016)
- [Statutory framework for the early years foundation stage](#)

**Working Together to Safeguard Children (July 2018)** includes changes to its guidance on ‘Assessing need and providing help,’ highlighting that all practitioners should be alert to the potential need for early help and that anyone who has a concern about a child’s welfare should make a referral to children’s social care.

The guidance on ‘Organisational responsibilities’ has a new section on ‘People in positions of trust’ which reiterates that schools should have clear policies for dealing with allegations against people who work with children.

The section on ‘Multi-agency safeguarding arrangements’ emphasizes that all schools in the local area should be fully engaged, involved and included in the new arrangements for local safeguarding partners.

There is also guidance on the new arrangements for national and local reviews of serious child safeguarding cases and for child death review partners.

**Keeping Children Safe in Education (2018)** includes the following substantive changes:

- additional information about those who may particularly benefit from early help, including children: identified as SEND; who are young carers; showing signs of being drawn into anti-social or criminal behaviour, including gangs; frequently missing from care or from home; misusing drugs or alcohol; at risk of modern slavery, trafficking or exploitation; in a family context where there is, for example, substance abuse, mental health problems or domestic abuse; returned home from care; showing early signs of abuse and/or neglect; at risk of being radicalised or exploited; privately fostered;
- additional guidance on the safeguarding issues that can manifest as peer on peer abuse and an entirely new Part 5 to provide guidance for schools on how they should respond to reports of child on child sexual violence and sexual harassment. This 13-page section explains what schools should do immediately after a report of child-on-child sexual violence or sexual harassment;

- new guidance on contextual safeguarding, that is the wider environmental factors present in a child’s life which may be a threat to their safety and/or welfare;
- additional expectations for preventing children going missing from education;
- in Annex B, further considerations about the responsibility of the Trust Board when appointing a designated safeguarding lead and the expertise expected of that role. These changes include an expectation that the DSL is a member of the senior leadership team. Additional on-line safety and SEND considerations for DSL training. Additional guidance about the responsibility of the designated teacher for children who have left care through adoption, special guardianship or child arrangement orders and the role of the LA for care leavers, updated to reflect Children and Social Work Act 2017;
- new paragraphs reflecting the use of ‘reasonable force;’
- in part three, clarification of safer recruitment processes including verifying any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods and checking prohibitions, sanctions and restrictions applicable to those in or being considered for appointment to a teaching role, by using the Teacher Services system, and information schools should consider when obtaining references;
- also in part three, clarification of the minimum information that must be recorded on the single central record (SCR) including information about supply staff and fee-funded ITT trainees, and information about copies of documents that may be kept in a personnel file;
- further clarification of DBS checks for particular members of the school community, such as governors, who should now have a section 128 check in the same way as academy trustees, and risk assessments, for example in relation to volunteers not engaging in regulated activity;
- heightened attention to the duty upon the school to notify the local authority of information which suggests a child is being privately fostered;
- in Annex A, entirely new sections on children and the court system, children with family members in prison, child criminal exploitation – county lines; domestic abuse; homelessness; peer on peer abuse; sexual violence and sexual harassment between children. There is also additional context for honour based violence; the preventing radicalisation guidance now focuses on what staff should be doing and considering
- in Annex E clarification of the safeguarding arrangements for a homestay.

## THE DESIGNATED SAFEGUARDING LEAD

The Trust Board should ensure an appropriate **senior member of staff** from the school **leadership team** is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The designated safeguarding lead, and any deputies, are most likely to have the complete safeguarding picture and be the most appropriate person to advise on safeguarding concerns.

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the



ultimate **lead responsibility** for child protection remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

The designated safeguarding leads for child protection in Newbridge School are:

**Lara Parr (Lower School) & Sue Jeffery (Upper School)**

The deputy designated safeguarding leads for Child Protection in Newbridge School are:

**Tracy Edmonston (Lower School) & Jay Stanier (Upper School)**

Whilst the activities of the designated safeguarding lead are sometimes delegated to an appropriately trained deputy, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. Our deputy designated safeguarding lead is trained to the same standard as the lead.

During term time our designated safeguarding lead or deputy will always be available (during school hours) for staff to discuss any safeguarding concerns. We will ensure appropriate cover arrangements for any out of hours/out of term activities.

The role and responsibilities of our Safeguarding lead are explicit in the post holder's job description and take account of Keeping Children Safe in Education (September 2016) Annex B: Role of the designated safeguarding lead.

#### **The broad areas of responsibility for the designated safeguarding lead are:**

The designated safeguarding lead is expected to refer all cases of suspected abuse to Redbridge children's social care and to:

- the police (where a crime may have been committed);
- the Channel programme where there is a radicalisation concern;
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child.

The designated safeguarding lead must understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation. The DSL must also understand the mandatory reporting duty FGM.

#### **Work with Others**

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Head of School to inform her / him of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the local authority designated officer (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise to all staff;
- support staff who make referrals to the Channel programme, to the police or to children's social care;

- liaise with the local authority and work with other agencies in line with [Working Together to Safeguard Children \(2018\)](#). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- take into account the inter-agency safeguarding procedures set up by the LSCB, including understanding and reflecting local protocols for assessment and the LSCB's thresholds document as well as supplying information as requested by the LSCB;
- where necessary, and in liaison with the Head of School, uses local escalation policies where the actions of other agencies have not been sufficiently timely;
- share information with appropriate staff in relation to a child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school Head of School in the authority that looks after the child. The school has a designated teacher for children looked after. We keep a list of children looked after by the Local Authority. We monitor their progress and wellbeing carefully.

**The Virtual Head of School in LB Redbridge is Diane Taylor**

[Diane.Taylor@redbridge.gov.uk](mailto:Diane.Taylor@redbridge.gov.uk)

**The Designated Teacher for Children Looked After is**

Lara Parr (Lower School) – [lara.parr@astrum-mat.org](mailto:lara.parr@astrum-mat.org)

Carmen Dordea (Upper School) – [carmen.dordea@astrum-mat.org](mailto:carmen.dordea@astrum-mat.org)

## Training

The designated safeguarding lead (and deputies) should undertake formal training, to provide them with the knowledge and the skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training described above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to allow them to understand and keep up to date with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, including [Redbridge LSCB thresholds](#) and the LB Redbridge children's social care referral arrangements;
- have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and are 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 and part-time staff;
- are alert to specific needs of children in need, those with special educational needs and young carers;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- are able to maintain a centralised register of all concerns and referrals, including robust and chronological records of actions taken;
- are able to ensure that all concerns and referrals are regularly monitored and reviewed, that links are made to all contextual sources of information relevant to a child's safeguarding, for example their behaviour, attendance and learning and progress, and that all decisions are recorded and actioned;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school may put in place to protect them.

Our deputy designated safeguarding lead is trained to the same standard as the lead.

### **Raising Awareness**

The designated safeguarding lead should:

- ensure this safeguarding and child protection policy is known, understood and used appropriately;
- ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and will work with the School's Committee regarding this;
- ensure this child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- be able to analyse concerns and referrals for patterns, trends and gaps and other safeguarding data and identify and target training for staff or groups of staff accordingly.

### **Child Protection File**

Where children leave the school, the designated safeguarding lead should:

- ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges

should ensure key staff, such as designated safeguarding leads and SENCOs, are aware as required

- consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

### **Availability**

During term time the designated safeguarding lead or deputy should always be available (during school hours), for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead or deputy would be expected to be available in person, sometimes availability by phone or Skype, for staff to discuss any safeguarding concerns, will be acceptable.

School leaders will ensure appropriate cover arrangements for any out of hours/out of term activities, after schools clubs and SNAPS.

### **Summary of procedures**

Following a report from a member of staff, volunteer or visitor, the designated safeguarding lead will consider the level of need by applying the local thresholds for referral which Redbridge Local Safeguarding Children Board (LSCB) has agreed for use by all agencies and professionals who are worried or concerned about a child's safety or welfare.

Using the levels of need described in the Redbridge LSCB document [Are You Worried about a Child](#), they will decide whether the child is in immediate danger or is at risk of harm, in which case a referral must be made without delay to children's social care and the police immediately:

Redbridge CPAT (Child Protection and Assessment Team)

**0208 708 3885**

[CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk).

Out of Hours Emergency Duty Team

**020 8708 5897** Weekdays from 17:00 onwards and weekends

making a clear statement of the known facts, any suspicions or allegations, whether or not there has been any contact with the child's family.

The designated safeguarding lead or deputy should confirm any referrals in writing via a multi-agency referral form (MARF). They will clarify with the police or children's social care whether the parents should be told about the referral and when and by whom.

<http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/MARF.pdf>

If early help is appropriate the designated safeguarding lead should support the relevant member of staff in liaising with other agencies and setting up an inter-agency assessment. If early help, or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

## **2.0 THE TRUST BOARD**

It is the responsibility of the Trust Board to ensure that it complies with its duties under legislation. The Trust Board must also have regard to [Keeping Children Safe in Education \(September 2018\)](#) to

ensure that the school's policies, procedures and training are effective and comply with the law at all times.

The Trust Board should ensure there is a senior board level lead to take **leadership** responsibility for safeguarding arrangements. Although the Trust Board takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a designated lead, at senior board level, who takes leadership responsibility for the school's safeguarding arrangements and champions safeguarding within the school.

The senior lead governor for safeguarding and child protection is:

**NAME: Ann Garrard**

The senior lead governor for child protection and safeguarding will meet with the designated safeguarding lead at least termly in order to monitor that safeguarding arrangements are effective. The Trust Board has agreed that the senior lead governor for child protection and safeguarding, with the designated safeguarding lead, will report to the Trust Board each term.

This Trust Board will meet the responsibilities placed upon it in law, which include:

## **Policies**

Ensuring that an effective safeguarding and child protection policy is in place, together with a staff code of conduct that includes acceptable use of technologies, staff/pupil relationships and communications (use of social media). The Trust Board will ensure that the Child Protection policy is in accordance with government guidance and refers locally to agreed inter-agency procedures and Redbridge protocols for assessment. Opportunity will be provided for staff to contribute to and shape the child protection policy and the arrangements for safeguarding. The policy will be updated annually.

## **Leadership of safeguarding**

- Ensuring an appropriate senior member of staff is appointed to the role of designated safeguarding lead and ensuring that her/his lead responsibility for safeguarding and child protection is explicit in her/his job-description.
- Training the deputy designated safeguarding lead to the same standard as the designated safeguarding lead.
- The ultimate lead responsibility for safeguarding and child protection, as set out in [Keeping children safe in education \(2018\)](#), remains with the designated safeguarding lead. This responsibility should not be delegated.
- During term time, the designated safeguarding lead and/or a deputy should always be available (during school hours) for staff to discuss any safeguarding concerns.
- The designated safeguarding lead and deputy should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- In addition to this formal training, their knowledge and skills will be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments) at regular intervals, and at least annually, to keep up with any developments relevant to the role.

## **Multi-agency working**

- Ensuring that the school contributes to multi-agency working in line with statutory guidance [Working together to safeguard children \(July 2018\)](#).
- School leaders should have understanding of the school's role in the new safeguarding partner arrangements.
- The Trust Board should understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's own policies and procedures.
- The Trust Board should also be prepared to supply information as requested by the three safeguarding partners.
- The school should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for LB Redbridge Children's social care and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

### Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Trust Board should ensure that principles and arrangements for sharing information within school and with the three safeguarding partners, other agencies and practitioners are in place.

Further guidance about the governors' duty and expectations with regard to information sharing is set out in this policy on page 34 (including the seven golden rules for sharing information).

The Trust Board has taken into account:

- [Working Together to Safeguard Children July 2018](#) (Chapter 1 - which includes a myth-busting guide to information sharing);
- [Information sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young people, Parents and Carers](#); and
- [The information Commissioner's Office \(ICO\)](#) which includes ICO GDPR FAQs and guidance from the department.

### Staff training

- Ensuring that all staff undergo safeguarding and child protection training (including online safety) at induction. The training will be regularly updated. Induction and training will be in line with advice from the three local safeguarding partners;
- In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensuring all staff read at least [Part one, Part five and Annex A of Keeping Children Safe in Education \(2018\)](#)

### Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of incidents classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users: for example commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the Trust Board should ensure appropriate filters and appropriate monitoring systems are in place.

In devising the approach to online safety and teaching online safety, the Trust Board and school leaders have taken into account [Annex C of Keeping Children Safe: Online safety](#).

### **Opportunities to teach safeguarding**

- The Trust Board should ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
- This will include covering relevant issues through Relationships Education and Relationships and Sex Education, and through Personal, Social, Health and Economic (PSHE) education.
- Whilst it is essential that appropriate filters and monitoring systems are in place, the Trust Board should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

### **Safer recruitment**

The Trust Board should prevent people who pose a risk of harm from working with children

- By adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Trust Board has recruitment and selection policies and procedures in place.
- In accordance with The School Staffing (England) Regulations 2009, the Trust Board will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of this guidance.

The Trust Board regards it as vital that it has created a culture of safe recruitment and, as part of that, has adopted recruitment procedures that help deter, reject or identify people who might abuse children. The Trust Board has taken full account of the statutory guidance in [Part three of Keeping Children Safe in Education: Safer recruitment](#), [Annex F: Statutory guidance – regulated activity \(children\) – supervision of activity with children which is regulated activity when unsupervised](#) and [Annex G: Disclosure and Barring Service checks](#)

### **Concerns about a staff member who may pose a risk of harm to children**

- Ensuring there are procedures in place to manage concerns / allegations against staff (including volunteers) that might indicate they would pose a risk of harm to children. Such allegations should be referred to the LB Redbridge designated officer by the appropriate person.
- Meeting legal duties to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

The Trust Board and school leaders will ensure that they have read and understand [Part four of Keeping Children Safe in Education September 2018: Allegations of abuse made against teachers and other staff](#). This guidance explains the duties of an employer and employee in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in school 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; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

### **Peer on peer abuse**

**All** staff should recognise that children are capable of abusing their peers. All staff should be clear about the policy and procedures with regard to peer on peer abuse.

- The Trust Board should ensure that our safeguarding and child protection policy includes:
- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and, boys, perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
  - sexual violence and sexual harassment;
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexting (also known as youth produced sexual imagery). The Trust Board takes account of [Searching Screening and Confiscation Advice](#) for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group [Advice for Schools and Colleges on Responding to Sexting Incidents](#); and
  - initiation/hazing type violence and rituals.

The Trust Board will expect all staff to have read and understand [Part five of Keeping Children Safe in Education: Child on Child Sexual Violence and Sexual Harassment](#).

### **The child’s wishes**

Where there is a safeguarding concern, the Trust Board and school leaders should ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart.

### **Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Trust Board should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.



In particular the Trust Board should ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children who are a particularly vulnerable group.

The Trust Board must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The Trust Board must ensure that the designated teacher has appropriate training and the relevant qualifications and experience. Statutory guidance contains further information on [The Role and Responsibilities of the Designated Teacher](#).

Virtual school heads manage pupil premium for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. The designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

### **Care leavers**

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. The designated safeguarding lead should therefore have details of the local authority Personal Adviser appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

### **Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The Trust Board should ensure this child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools should consider extra pastoral support for children with SEN and disabilities.

### **The use of reasonable force in schools**

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The Trust Board and school leaders have a separate policy which has taken account of advice for schools in [Use of Reasonable Force in Schools](#).

### **Homestay during exchange visits**

Schools often make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages.

Schools have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit arranged by the school and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

The Trust Board has taken account of [Annex E of Keeping Children Safe in Education: Host families – homestay during exchange visits](#)

### **THE HEADS OF SCHOOL- who report directly to the CEO/Executive Headteacher**

The Heads of School will ensure that the policies and procedures adopted by the Trust Board are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

#### **Quality assurance**

On behalf of the Trust Board, the Head of School will ensure that all staff read at least [Part One of Keeping Children Safe in Education \(2018\)](#).

The Heads of School will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the above guidance. This will include periodic audits of child protection files and records by the designated safeguarding lead, the Head of School and external auditors.

The Heads of School will quality assure the effectiveness of the designated safeguarding lead in all aspects of their role (as defined in this policy). The Head of School will also ensure that

provision for the early years meets the specific safeguarding requirements described in the [Statutory framework for the early years foundation stage](#) (April 2017) pages 16 – 20.

The Head of School and designated safeguarding lead will prepare the safeguarding annual report to the schools committee to enable governors to review the effectiveness of child protection and safeguarding arrangements and, in turn, to influence the annual review of the policy. This enables the Trust Board to monitor compliance and to identify areas for improvement.

The views of children, parents and carers and staff members will be sought on child protection and safeguarding arrangements through surveys, questionnaires and other means.

Ofsted inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In our school in relation to self-evaluation of safeguarding we will take account of [Inspecting safeguarding in early years, education and skills settings](#) and the [School inspection handbook](#).

In order that all members of staff have the knowledge and skills required to fulfil their duties, school leaders will:

- publish the names and contact details for the designated safeguarding lead/s and any deputy designated safeguarding leads;
- as part of the induction programme for all new members of staff, including newly-qualified teachers, provide safeguarding and child protection training. Staff new to the school, like their established colleagues, will be expected to read and understand [Keeping Children Safe in Education \(2018\) Part One](#) and be familiar with our safeguarding and child protection policy, the behaviour policy, the staff code of conduct and be familiar with the safeguarding response to children who go missing from education. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection training, commensurate with their roles, before being deployed;
- provide all staff with appropriate safeguarding and child protection training which is updated regularly. In addition, all staff will receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. School leaders will keep a record of staff induction and training.

## **SCHOOL PROCEDURES – STAFF RESPONSIBILITIES**

School staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

**All** staff have a responsibility to provide a safe environment in which children can learn. The Teachers' Standards 2012 state that teachers (which includes Head of Schools) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

It is the responsibility of every member of staff to know and understand this Safeguarding and child protection policy and our safeguarding procedures. As part of your induction when you join the school, you will receive training in this policy and its procedures, about the role of the designated safeguarding lead and the staff behaviour policy. This training will be updated at least every year and

whenever the Safeguarding and child protection policy is reviewed by the Trust Board. You will be provided with [Part one, Part five and Annex A of Keeping Children Safe in Education \(2018\)](#) and will be expected to read and understand it.

All staff should be aware of and familiar with the suite of policies relevant to safeguarding (see Appendix 1 (Linked policies and procedures), particularly the following:

- the behaviour policy
- the staff code of conduct or staff behaviour policy
- the safeguarding response to children who go missing from education; and
- the identity and role of the designated safeguarding lead.

The systems which support safeguarding within your school should be explained to you on your induction.

All staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, they should receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess when situations do not improve, sharing information too slowly, lack of challenge to those who appear not to be taking action.

### **Advice and support**

Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The designated safeguarding lead (or deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these (deputy) as soon as is practically possible.

### **Identifying concerns**

All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types and indicators of abuse and neglect are described in Section 7. [What to Do if You Are Worried a Child is Being Abused – Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead or deputy.

Additionally, you should be aware of the causes and indicators of specific forms of abuse and safeguarding issues. You should read [Appendix 4 – Guidance on specific safeguarding issues](#).

### **What staff should do if they have concerns about a child**

If staff have any concerns about a child's welfare, they should act on them immediately, in line with our school's policy and procedures and should always seek advice from the designated safeguarding lead.

Options will then include:

- with the DSL, managing any support for the child through our own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for examples as the child might be in need, is in need or suffering or likely to suffer harm.

The designated safeguarding lead or deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead or deputy is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead or deputy as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Just as all staff are accountable for reporting a safeguarding or child protection concern, so they are responsible for ensuring that action has been taken or following up with actions as advised by the designated safeguarding lead or deputy.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

All staff should be aware of the process for making referrals and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they may be expected to play in such assessments. It is everyone's responsibility to ensure that concerns are followed up. If you have reported a concern, you should expect to be informed about how your concern has been acted upon and what you might be required to do next. If you do not receive this information, you should be proactive in seeking it out.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the [Multi agency referral form \(MAREF\)](#). Anybody can make a referral. If anyone other than the designated safeguarding lead (DSL) makes the referral, they should inform the DSL as soon as possible.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to support for the child at the earliest possibility. If a disagreement arises about the way or timeliness of how concerns are being addressed, please refer to the [Redbridge LSCB Escalation and resolution policy](#)

### Early help

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the school's referral processes. Staff should expect to support social workers and other agencies following any referral.

All staff should be aware of the local early help process and understand their role in it. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

### Statutory assessments

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the LB Redbridge process.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

### Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. You must record information regarding the concerns immediately and according to the school's agreed processes. The record must be a clear, precise, factual account of the observations ([Appendix 2 - Record of concern](#)). If in doubt about recording requirements, staff should discuss these with the designated safeguarding lead or deputy.

### **Female Genital Mutilation mandatory reporting duty for teachers**

Whilst all staff should speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See page 41 for further details.

### **What staff should do if they have concerns about safeguarding practices within school**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school senior leadership team.

If a member of staff feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, there are other whistleblowing channels:

- General guidance can be found at: [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by school. Staff can call 0800 028 0285, the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- contact Redbridge Children's Services Social Care: in office hours 020 8708 3888; out of hours 020 8708 5897; or email [CPAT.Referrals@redbridge.gov.uk](mailto:CPAT.Referrals@redbridge.gov.uk)

## **RESPONSIBILITIES: THE LOCAL AUTHORITY**

### **Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital

mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

### **What will LB Redbridge social care do?**

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and made a decision about the next steps and the type of response that is required.

This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take;
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead or deputy as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

### **WHEN TO BE CONCERNED**

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another



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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see pages 43 - 45).

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

## **SPECIFIC SAFEGUARDING ISSUES**

**All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- gender based violence
- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation / hazing type violence and rituals.
- Peer on peer abuse

**All** staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead and deputies should be considering the context within which such incidents and / or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information about contextual safeguarding is available from the [Contextual Safeguarding Network](#).

[Appendix 4 Guidance on specific safeguarding issues](#), of this policy, contains important additional information about specific forms of abuse and safeguarding issues.

## **DEALING WITH DISCLOSURE**

All staff should know what to do if a child tells them that s/he is being abused or neglected. Staff should know how to manage an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse as this may not ultimately be in the best interests of the child.

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

- listen to what is being said without displaying shock or disbelief
- accept what is being said
- allow the child to talk freely – do not put words in the child's mouth
- only ask questions when necessary to clarify
- reassure the child, but not make promises which it might not be possible to keep
- not promise confidentiality - it might be necessary to refer to children's social care
- emphasise that it was the right thing to tell
- reassure her/him that what has happened is not her/his fault
- do not criticise the alleged perpetrator
- explain what has to be done next and who has to be told
- make a written record
- pass the information to the designated safeguarding lead without delay
- consider seeking support for yourself and discuss this with the designated safeguarding lead – dealing with a disclosure can be distressing

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

## **RECORD KEEPING**

All concerns, discussion and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead or deputy.

When a child has made a disclosure, or when an individual has concerns about a child's welfare our school protocols and systems require the member of staff/volunteer to:

- make brief notes immediately after the conversation;
- make a complete and formal record as soon as possible afterwards. Use the school record of concern sheet ([which should be included as an appendix to this policy](#)) or upload on the school's digital record;
- not destroy the original notes in case they are needed by a court;
- record the dates and times of your observations;
- record the date, time, place and any noticeable non-verbal behaviour and the actual words used by the child or any discussions you were involved in;
- record explanations given by the child / adult;
- draw a diagram to indicate the position of any injuries;
- record statements and observations rather than interpretations or assumptions;
- sign and date the record.

Report and submit records to the designated safeguarding lead immediately.

The designated safeguarding lead will maintain case files for pupils where there are concerns, with an overview chronology and a record of all communications and actions.

The designated safeguarding lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Where children leave the school or college ensure their child protection file is copied for any new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## **CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

The Trust recognises that all matters relating to child protection are confidential. We also recognise the importance of information sharing between professionals and local agencies. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

Information sharing is vital in identifying and tackling all forms of abuse and neglect.

As part of meeting a child's needs, the Trust Board recognises the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

The Trust Board is aware that, among other obligations, the Data Protection Act 1998 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

**The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

The Trust Board should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data.’

The Trust Board should ensure that staff who need to share ‘special category personal data’ are aware that the Data Protection Act 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this will be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child’s safety or well-being.

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information.

This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

In a case of female genital mutilation there is a mandatory requirement for the **teacher** to report directly to the police.

<b>The seven golden rules to sharing information</b>
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- 1 Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- 2 Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- 3 Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- 4 Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- 5 Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- 6 Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely (see principles).
- 7 Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

## COMMUNICATION WITH PARENTS

School leaders will:

- ensure the safeguarding and child protection policy is published on the school website and on display in the entrance foyer;
- ensure that pupils, parents and visitors to the school are clearly and visually informed of the name of the designated safeguarding lead and deputy;
- ensure that visitors are aware of their safeguarding duties while in school and how to report safeguarding concerns.

School leaders will ensure that the parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

When staff have a concern about an individual child that requires a referral to children's social care, parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuses informed;
- leading to an unreasonable delay;
- leading to the loss of evidential material
- placing a member of staff from any agency at risk.

## **MULTI-AGENCY WORKING**

No single professional can have a full picture of a child's needs and circumstances. If children 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.

The school has a pivotal role to play in multi-agency safeguarding arrangements. The Trust Board should ensure that the school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children](#). It is especially important that school leaders understand our role in the new safeguarding partner arrangements.

Until any new arrangements are in place, schools should continue to work in partnership with the LSCB and follow LSCB local arrangements.

The Trust Board should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.

The school should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school should allow access for LB Redbridge children's social care and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or section 47 assessment.

The school will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection case conferences and child protection review conferences, to consider individual children. We will submit reports and information and we keep our own records of discussions and agreements. When we disagree with the decisions which have been made, we will ask for our rationale and recommendations to be recorded and /or use Redbridge LSCB escalation and resolution policy.

The school will participate in serious case reviews, other reviews and file audits as and when required to do so. The school has a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

## **WHISTLEBLOWING AND COMPLAINTS**

Children cannot be expected to raise concerns in an environment where staff members fail to do so.

All staff members are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Head of School, the Chair of the Trust, and the designated governor for safeguarding and child protection or with the Local Authority designated officer.

A clear reporting procedure is in place for children, parents and other people to report concerns or complaints, including abusive or poor or unsafe practice and potential failures in the school's safeguarding regime. All staff should be familiar with the trust's *Whistle blowing policy*.

### **CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS**

School leaders will ensure that contractors and providers are aware of the school's safeguarding and child protection policy and procedures. Employees and volunteers provided by these organisations will use the school's procedure to report concerns.

Assurances will be sought that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education (September 2016). If assurance is not obtained, permission to work with children or use the school premises may be refused.

When the school commissions services from other organisations, it will ensure that compliance with the policy and procedures is a contractual requirement.

### **SITE SECURITY**

All staff members have a responsibility to ensure the buildings and grounds are secure and for reporting concerns that may come to light.

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens the school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

### **SAFER RECRUITMENT**

At Astrum Multi Academy Trust we are vigilant in maintaining a culture of safe recruitment. We have robust recruitment and vetting procedures that help deter, reject or identify people working in any capacity at, or visiting our school, who might abuse children.

The Trust Board will reach a clear and reasonable rationale for its decisions about the suitability of each prospective employee based on statutory checks and evidence including: criminal record checks (DBS checks), barred list checks, prohibition checks and, as appropriate, checks, under the Childcare (Disqualification) Regulations 2009. We will also obtain verification of identity, of mental and

physical fitness to carry out work responsibilities and of professional qualifications, as appropriate. We will seek confirmation of the applicant's suitability and capacity through interview and her/his experience and history through references. Individuals who have lived or worked outside the UK will undergo the same checks as all other staff. We will make further checks we consider appropriate, so that any relevant checks that occurred outside the UK can be considered, including a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services system. We will take proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

We have a detailed Safe Recruitment policy which is informed by the guidance in Keeping Children Safe in Education (September 2016) and specifically Part three (Link to School Safer Recruitment policy)

At least one member of every short listing and interview panel will have completed safer recruitment training. The Head of School is responsible for ensuring that safer recruitment training is up to date.

Trustees/Governors in schools are required to have an enhanced criminal records certificate from the DBS. Those governors who also engage in regulated activity in the school will also undergo a barred list check.

We keep a single central record which covers all staff (including supply staff and teacher trainees on salaried routes), volunteers, governors and contractors. The Head of School and Chair of the Trust or designated governor for safeguarding and child protection regularly monitor the single central record and complete a record of their scrutiny and recommendations.

## **ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS**

It is the duty of the Trust Board to ensure that there are procedures in place to handle allegations against teachers, Head of Schools, other staff and volunteers. Our procedures are based upon the guidance in [Part four of Keeping Children Safe in Education \(September 2018\)](#).

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) having behaved in a way that has harmed a child or may harm a child, possibly having committed a criminal offence against or relating to a child, or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, then:

- this should be referred immediately to the Head of School or CEO;
- where there are concerns / allegations about the Head of School or CEO, this should be referred immediately to the chair of the trust.

The Chair of Trust in this school is:

NAME: Ann Garrard who can be reached via the school business manager on [smallett4.317@lgflmail.org](mailto:smallett4.317@lgflmail.org) who will arrange contact.

In the absence of the Chair of the Trust, the Vice Chair should be contacted. The Vice Chair is: NAME: Jackie Blount - Contact as above.

To reduce the risk of allegations, all staff and volunteers should be aware of our guidance on safer working practice in the *staff handbook / school code of conduct or safer working policy*.



The Head of School or (where the Head of School is the subject of an allegation) the CEO or the chair of the trust, should discuss the allegation immediately with the local authority designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer in order to help determine whether police involvement is necessary.

**Local Authority Designated Officer**

**0208 708 5350**

[LADO@redbridge.gov.uk](mailto:LADO@redbridge.gov.uk)

The LADO referral form can be downloaded from the

[LSCB website](#)

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Head of School, CEO or proprietor should consider whether any disciplinary action is appropriate against the pupil /student/person who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student.

**Managing allegations against staff or volunteers – Summary of Procedures**

The person - usually the Head of School/CEO or Chair of the Trust - to whom an allegation is first reported becomes the 'case manager' and should take the matter seriously and keep an open mind. Initial actions should include:

- making an immediate written record of the allegation, using the informant's own words and including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
- obtaining the signature of the informant and signing and dating this record her/himself.

The case manager will not ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality cannot be promised and the person reporting the allegation will be advised that the concern will be shared on a 'need to know' basis only.

In every instance of a reported concern about a member of staff or volunteer, the case manager will consider whether the allegation meets one or more of the three criteria above. Before taking any further action s/he will discuss the allegation with the local authority designated officer (LADO).

Local Authority Designated Officer  
[LADO@redbridge.gov.uk](mailto:LADO@redbridge.gov.uk)

0208 708 5350

The designated officer and the case manager will consider the nature, content and context of the allegation and agree a course of action. This initial sharing of information may lead to an evaluation that the allegation does not meet the thresholds and no further action is to be taken. The decision, and its rationale will be recorded by both the case manager and the LADO and both will agree what

information is put in writing to the member of staff and what actions are to be taken with regard to the individual and those who made the allegation.

In order to enable a decision about how to proceed with an allegation, additional information, for example history of whether similar allegations have been made previously, may be required. The LADO will discuss with the case manager how and by whom such an investigation will be undertaken.

Employers have a duty of care to their employees. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer is dealt with very quickly, in a fair and consistent way that provides effective protection for the child / children and at the same time supports the person who is the subject of the allegation.

The member of staff about whom an allegation has been made will be informed as soon as possible and given an explanation of the likely course of action. The case manager should discuss with the LADO when to do so.

Parents or carers of a child or children involved will be told about the allegation as soon as possible and when there has been agreement with the LADO about what can be disclosed.

It is extremely important that when an allegation is made, we make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The case manager will take advice from the LADO, police and children's social care services to agree who needs to know and what information can be shared; how to manage speculation, leaks and gossip; what if any information can be reasonably give to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

If an adult in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the Head of School or Chair of Governors must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Staff are referred to the detailed guidance on allegations of abuse made against teachers and other staff in Keeping Children Safe in Education (September 2016) Part four.

## **APPENDIX 1– LINKED POLICIES AND PROCEDURES**

The following or similarly named policies and procedures are relevant to child protection and safeguarding.

- Behaviour Policy
- Complaints Procedure
- Equalities Duty

- Health and Safety Policy and other linked policies and risk assessments
- Keeping Records of Child Protection and Welfare Concerns
- Keeping Children Safe in Education
- ICT Acceptable Use Policy (including E-Safety and Social Media)
- Medicines Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Positive Handling and Physical Intervention Training
- Premises Inspection Checklist
- Prevention of radicalisation, extremism and terrorism – with separate and confidential documentation of risk assessments
- Personal, Social and Health Education Policy
- Teachers’ Standards, Department for Education guidance available on GOV.UK website
- Safer Recruitment and Selection Policy and Procedures
- Sex and Relationship Education Policy
- Special Educational Needs Policy
- Staff code of conduct/behaviour policy

## **APPENDIX 2– RECORD OF CONCERN**

### **Record of concern**

Child's Name:			
Child's DOB:			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern: (What was said, observed, reported and by whom – if physical injury, be specific)			
Your response : (what did you do/say following the concern)			
Do you consider the concern – physical, emotional, neglect &/or sexual			
Your name:		Your signature:	
Your position in school :		Date and time of this recording:	
Action and response of DSL:			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
DSL Name:		Date:	

**Checklist for DSP (to be printed on back of record of concern form)**

- ✓ Child clearly identified
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?

- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries

## **APPENDIX 2– BODY MAP**

Attached to a 'cause for concern' form (above)

## **APPENDIX 3 – REDBRIDGE LSCB MULTI-AGENCY THRESHOLD GUIDANCE**

[Redbridge LSCB Multi-Agency Threshold Guidance](#)

## **APPENDIX 4 – INDICATORS OF HARM**

### **PHYSICAL ABUSE**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Some of the following signs may be indicators of physical abuse.**

### **Bruising**

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin). Commonly associated with slapping, smothering/suffocation, strangling and squeezing

## **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

## **Mouth Injuries**

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

## **Poisoning**

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

## **Fabricated or Induced Illness**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding/eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive – a child does not put on weight and growth and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

## **Bite Marks**

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

### **Scars**

A large number of scars and scars of different sizes and ages, or on different parts of the body, or unusually shaped, may suggest abuse.

### **Emotional/behavioural presentation**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanation provided for an injury

### **Indicators in the parent**

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness

- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties; may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes

#### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

#### **EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Some of the following signs may be indicators of emotional abuse.**

#### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children



- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self esteem
- Air of detachment – “don’t care” attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious

#### **Indicators in the parent**

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child’s developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

#### **Indicators of in the family/environment**

- Lack of support from family or social network
- Marginalised or isolated in the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

#### **SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Some of the following signs may be indicators of sexual abuse.**

### **Indicators in the child**

#### **Physical presentation**

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
  
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.
  
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

#### **Emotional/behavioural presentation**

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm – eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention/concentration (world of their own)
- Sudden changes in school work habits e.g. truanting
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

### **Indicators in parents**

- Comments made by the parent/carer about the child

- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

#### **Indicators in the family/environment**

- Marginalised or isolated by the community
- History or mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

#### **NEGLECT**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

#### **Once a child is born, neglect may involve a parent or carer failing to:**

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- Protect a child from physical or emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

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

#### **Some of the following signs may be indicators of sexual abuse.**

##### **Indicators in the child**

##### **Physical presentation**

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with old injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- Unmanaged/untreated health/medical conditions including poor dental health
- Frequent accidents or injuries

##### **Development**

- General delay, especially speech and language delay

- Inadequate social skills and poor socialisation

#### **Emotional/behavioural presentation**

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

#### **Indicators in the parent**

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

#### **Indicators in the family/environment**

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

## APPENDIX 5 – GUIDANCE ON SPECIFIC SAFEGUARDING ISSUES

### 5.1 Further information on a child missing from education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

#### Schools

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupils will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupils first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f) (iii) or (h) (iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to

attend another school. Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

## **5.2 Further information on child sexual exploitation**

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

## **5.3 Further information on so-called 'honour based' violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### **Actions**

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been

a mandatory reporting duty placed on teachers that requires a different approach (see following section).

#### **5.4 FGM mandatory reporting duty**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at -

Mandatory reporting of female genital mutilation procedural information

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet

#### **5.5 Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk).

#### **5.6 Further information on preventing radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors



may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Prevent**

1. From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the [Revised Prevent Duty guidance: for England and Wales](#) are specifically concerned with schools (but also cover childcare). There is separate guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.

The statutory "Revised Prevent duty guidance: for England and Wales" (for schools) summarised the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. The Government has launched educate against hate, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: Channel guidance. E-learning channel awareness programme for staff is available at: Channel General Awareness. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

### **Allegations of abuse made against other children and peer on peer abuse**

Severe harm may be caused to children by the abusive and bullying behaviour of other children, which may be of a physical, sexual or emotional nature. We take this abuse as seriously as that perpetrated by an adult. Incidents of bullying, abuse and harmful behaviour or exploitation will not be tolerated and sanctions will be enforced if any member of the school community breaches any of our policies. Our response will be proportionate to the context of each incident but we will involve the police when actions are considered illegal and harmful. Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up."

Peer on peer abuse can manifest itself in many ways and will often include harmful sexual behaviour and use of technology and social media, for example, sexting, on-line shaming and trolling.

Those at high risk for being targeted for bullying and abuse by their peers are children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be Lesbian, Gay or Bisexual (LGB).

The signs and symptoms of bullying and the procedures for reporting and managing bullying are found in our Bullying (including cyber bullying) Policy (Link to school policy). Young people often do not anticipate the implications of sharing intimate or sexually explicit images or other content online, but the consequences can be devastating. In extreme cases it can result in suicide, isolation, vulnerability. Young people are not always aware that their actions are illegal but can end up with a criminal record.

The same signs and symptoms of physical and sexual abuse that pertain to the abuse of children by adults are applicable to the abuse of children by other children (see Appendix 4).

When any member of staff or volunteer has a suspicion that a child or young person has been sexually abused by another pupil, is likely to be involved in sexually harmful behaviour, or is bullying another child or student, these suspicions must be reported to the designated safeguarding lead. You should use our report form (Appendix 2).

### **Youth produced sexual imagery (sexting)**

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person under the age of 18 is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest. Crimes recorded this way are unlikely to appear on future records or checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. We will work collaboratively with the police so that they respond appropriately in cases of youth produced sexual imagery and to record incidents in a way which should not have a long term negative impact on young people.

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection policy:

- the incident will be referred to the designated safeguarding lead as soon as possible;
- the designated safeguarding lead will hold an initial review meeting with appropriate school staff;
- there will be subsequent interviews with the young people involved (if appropriate).
- parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Recognising and reporting any disclosures of incidents involving youth produced sexual imagery will be covered within staff induction and training.

Any direct disclosure by a young person will be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

If a student is disclosing that they have received, sent or shared an illegal image, staff will adhere to the procedures for managing and reporting a disclosure already described in Section 7. As part of her/his response, the designated safeguarding lead's response will include:

- carrying out a risk assessment of the pupil or student;
- possible search for, confiscation and safe storage of a mobile device by the Head of School (observed by a member of the safeguarding team) if there is clear evidence to suggest that there is an immediate problem;
- as relevant, blocking the network and isolating the image or, if appropriate, immediate action will be taken to delete or remove images from devices or online services;
- as relevant, making a referral in line with the Redbridge LSCB thresholds and contacting the local police or referring the incident to CEOP;
- putting necessary safeguards and support in place for the child or young person, such as informing parents, providing counselling and advice for child/young person and parents;
- managing the reaction of other students through tutor groups, assemblies, PSHE, Circle Time and visiting speakers;
- if necessary informing another school, college or setting.

The revised Education Act 2011 gives schools and teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The technical solutions we employ to protect students and staff from abusive use of IT and social media include firewalls, filtering and network monitoring and are listed in our Acceptable Use and IT policies. We take into account Searching and screening and confiscation advice.

An immediate referral to police and/or children's social care should be made if at this initial stage:

- the incident involves an adult;
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs);
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the imagery involves sexual acts and any pupil in the imagery is under 13;
- the designated safeguarding lead has reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply then it may be decided to respond to the incident without involving the police or children’s social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to a sexting incident without involving the police or children’s social care will be made in cases when the designated safeguarding lead is confident that s/he has enough information to assess the risks to pupils involved and the risks can be managed within our pastoral support and disciplinary framework and, if appropriate, local network of support.

The decision will be made by the designated safeguarding lead with input from the Head of School and from other members of staff if appropriate. The decision will be recorded in line with school policy.

The decision will be in line with our child protection procedures and will be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

These procedures are based on Sexting in schools and colleges: responding to incidents and safeguarding young people which provides further detail on reporting incidents to the police, securing and handing over devices to the police, searching devices, viewing and deleting imagery.

**APPENDIX 6 – CONTACTS AND USEFUL INFORMATION**

<b>Child Protection &amp; Assessment Team</b>	<b>020 8708 3885</b> <b>CPAT.referrals@redbridge.gov.uk</b>
<b>Children Missing from Education</b>	<b>020 708 86047 / 83838</b> <b>cme@redbridge.gov.uk</b>
<b>Children with Disabilities Team</b>	<b>020 8708 6092</b> <b>Admin.CWDT@redbridge.gov.uk</b>
<b>Children’s Services Complaints</b>	<b>0208 8708 5174</b> <b>ChildrensComplaints@redbridge.gov.uk</b>
<b>Emergency Duty Team (Out of Hours)</b>	<b>0208 708 5897</b>
<b>Local Authority Designated Officer</b>	<b>0208 708 5350</b> <b>GM_LADO@redbridge.gov.uk</b>
<b>Local Safeguarding Children Board</b>	<b>0208 708 5282</b> <b>LSCB@redbridge.gov.uk</b>

**Weblinks:**

**Ofsted**

- [Inspecting safeguarding in early years, education and skills settings: Guidance for inspectors undertaking inspection under the common inspection framework](#)

**Redbridge LSCB**

- [Are you worried about a child – June 2016](#)
- [Multi-Agency resolution and escalation policy](#)

**Department for Education**

[What to do if you're worried a child is being abused – Advice for practitioners \(March 2015\)](#)

**Keeping children safe online**

[UK Safer Internet Centre: appropriate filtering and monitoring](#)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[educateagainsthate.com](http://educateagainsthate.com)

[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)