




# Ilford County High School

## Safeguarding and Child Protection Policy

(October 2020)

This policy should be read in conjunction with the LBR Model Safeguarding and Child Protection Policy 2020, DfE statutory guidance – Keeping Children Safe in Education commencing 1.9.20 and Working Together to Safeguard Children 2018.

The adoption of this policy was approved by the Governing Body on:	8 <sup>th</sup> October 2020
Signed by the Chair of Governing Body:	
Next review date for this policy:	Autumn 2021

Named personnel with designated responsibility for safeguarding and child protection 2020 – 2021	
Headteacher	Mrs R Drysdale
Designated safeguarding lead	Mr G Streatfield
Deputy designated safeguarding lead	Mr J Kelly
Designated governors for safeguarding & child protection	Dr S Mariam
Chair of governors	Mr M Pedro

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## **Safeguarding and Child Protection Policy 2020**

### **1. Introduction**

The purpose of this policy is to:

- Provide all staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- In accordance with relevant law and guidance, as set out below in the second section, this policy details our procedures for safeguarding and child protection.
- Ensure consistent good practice across the whole school community and define the responsibilities of school leaders, including governors, and all staff for safeguarding and child protection.

In this policy, a 'child' means all children and young people below 18 years of age.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment.
- preventing impairment of children's **mental and physical** health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

All staff have a responsibility to provide a safe environment in which children can learn. Everyone who has contact with children and families has a role to play in identifying concerns, sharing information and taking prompt action so children and families can receive help and support. Having day to day contact with students, means that school staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer on peer sexual violence and sexual harassment, victimisation and/or exploitation.

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.

**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 and governors reading, at a minimum, Part one, Part 5 and Annex A of [Keeping Children Safe in Education \(2020\)](#). Senior leaders, the Chair of Governors and nominated safeguarding governor should read the full document.

### **Covid19**

The DfE has issued interim non-statutory [guidance](#) on safeguarding in schools during the outbreak – this includes where schools might consider safeguarding policies and processes differently from usual. The borough will continue to produce guidance to support any necessary changes. The ICHS addendum is included in this policy as Annex F and will form the basis of any future lockdown revisions.

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

This policy will be reviewed annually by the governing body. 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 headteacher, the designated safeguarding lead, the named governor for safeguarding and through staff performance measures.

### **Mission Statement**

We ensure that arrangements are in place to safeguard and promote the welfare of students by:

- Creating an environment that promotes the social, physical and emotional development of the individual child.
- Creating and maintaining a caring and safe environment where all students feel secure, are encouraged to communicate, and are listened to. Ensuring the voice of the child is paramount in documentation.
- Making sure that all students know which adults in the school they can approach if they have any worries. We do this by having A3 posters of the safeguarding team (including photos) at key locations in each building and by raising the topic during pastoral time.
- Teaching students to be aware of all forms of abuse including but not limited to online abuse, child sexual exploitation, female genital mutilation, criminal exploitation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence and sexual harassment.
- Establishing and maintaining a culture of mental wellbeing
- Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.
- Providing effective, relevant and ongoing training and development for all staff and Governors. We do this through a variety of external providers, including local authority, prevent leads, and local County Lines Officers, to ensure best practice. We organise refresher training using ECP Ltd and EWASS to cover general and DSL level topics, online safety and safer recruitment.
- 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
- Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to other agencies, identify concerns early and prevent concerns from escalating Ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
- Reviewing and supporting students who are subject to child protection plans and contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about students, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions), and ensuring all records are kept securely and shared appropriately.
- Ensuring that parents and carers also understand the responsibility placed on the school and its staff for safeguarding and child protection.
- Working 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.
- Maintaining awareness of those students who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols.

- Maintaining clear procedure in line with the latest guidance for reporting allegations against staff members. 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.
- Maintaining an attitude of **"it could happen here"** where safeguarding is concerned.
- Be aware around extra-familial harm, children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

This Safeguarding and Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2020)
- The school Behaviour policy
- The school Staff Code of Conduct
- The safeguarding response to children missing from education
- The role of the designated safeguarding lead (Annex B of KCSIE)
- The Anti-Bullying Policy
- The SEND Policy
- The Health and Safety Policy
- The Educational Visits Policy
- All ICT Policies
- GDPR regulations
- The Whistle-blowing Policy

Section 175 of the Education Act 2002 places a statutory responsibility on the Governing Body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school.

The development of appropriate procedures and the monitoring of good practice in Redbridge are the current responsibilities of the Redbridge Safeguarding Children Partnership (RSCP) formerly known as the Redbridge Local Safeguarding Children Board (LSCB). They are responsible for ensuring that all agencies who work with children and young people in Redbridge work together to promote the welfare and safety of children in the local area. They co-ordinate the work of local agencies and ensure that this work is carried out in an effective way. The Redbridge RSCP endorses and works within the London Child Protection Procedures and can be reached via their website [www.redbridgescp.org.uk](http://www.redbridgescp.org.uk).

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)
- [London Child Protection Procedures](#)
- [Working together to safeguard children \(July 2018\)](#)
- [Keeping Children Safe in Education \(DfE September 2020\)](#)
- [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)
- [Preventing and Tackling Bullying 2017](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Regulation 9 of the School Staffing \(England\) Regulations 2009](#)
- [Regulated activity in relation to children: scope \(Factual note by HM Government\)](#)
- [The Sexual Offences Act 2003](#)
- [Child sexual exploitation: guide for practitioners](#)
- [Help, protection, education: concluding the children in need review 2019](#)
- [Mental Health and Behaviour in Schools 2018](#)
- [Promoting children and young people's emotional health and wellbeing 2015](#)
- [Relationships education, relationships and sex education \(RSE\) and health education 2019](#)
- [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 \(Are you worried about a child?\) \(March 2018\)](#)
- [Teaching Online Safety in Schools June 2019](#)
- [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 Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [School inspection handbook](#)
- [Inspecting safeguarding in early years, education and skills settings](#): Guidance for inspectors undertaking inspection under the common inspection framework (September 2019)
- [Statutory framework for the early years foundation stage](#)

### 3. Procedures

Our school works with key local partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support (through a 'child in need' or a 'child protection' plan).

All staff members have a duty to identify and respond to suspected/actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance:

- Redbridge Safeguarding Children Partnership (RSCP) procedures (2019)
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Redbridge Child Protection Assessment Team (CPAT), home local authority equivalent or the Police. Less urgent

concerns or requests for support will be referred to the Redbridge Child Protection Assessment Team (CPAT) or home local authority equivalent using their own systems. Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Redbridge Child Protection Assessment Team (CPAT), the home local authority equivalent or the Police for advice on when to share information with parents / carers.

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, the staff member concerned should press for re-consideration of the case with the designated safeguarding lead.

If, for any reason, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in the school office and around the building to ensure that all staff members have direct access to trained staff who can offer safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the designated safeguarding lead (and deputy) and how to share concerns with them.

Our school procedures for safeguarding children will be in line with Redbridge Safeguarding Children Partnership (RSCP) guidance.

We will ensure that:

- The Governing Body understands and fulfils its safeguarding responsibilities as far as they are able.
- We have designated senior members of the leadership team for child protection who have undertaken 'Nominated Safeguarding Lead' training delivered through the Redbridge LSCB or an appropriate training provider, and who undertakes other training as recommended by Children's Services.
- Members of staff, volunteers, and Governors should be aware of the name of the Designated Safeguarding Lead (DSL) and know how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
- Our selection and recruitment procedure include all checks on staff suitability including Disclosures and Barring checks as stipulated by the DFE and in accordance with current legislation.
- The name of any member of staff considered not suitable to work with children will be notified to the Local Authority Designated Officer, with the advice and support of LBR Human Resources and in accordance with relevant guidance and related regulations.
- Parents/carers are made aware of the school's procedures in regard to child protection through publication of the school's Child Protection Policy and have reference to it in our prospectus/brochure/website.
- Any lettings policy will adhere to procedures in regard to the suitability of adults working with children on the school site at any time.
- Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.



- Our procedures will be annually reviewed and updated.
- The name of the Designated Safeguarding Lead (DSL) will be clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.
- All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the DSL and be provided with the ICHS Safeguarding leaflet, and have these explained, as part of their induction into the school.
- All adults within the school and members of the Governing Body will be issued with a copy of the latest "Keeping Children Safe in Education" document on an annual basis and when updates are published by the DfE. This document must be read by all staff within school.
- Safeguarding training for all staff will be provided on an annual basis and will be mandatory in regard to attendance. Updates will be provided on a rolling basis by the DSL.
- The DSL, Deputy DSL and the Senior Leadership Team will fully update their training at lead level bi-annually. Key pastoral leaders will also undertake Lead training and attend update sessions bi-annually. The DSL and Deputy DSL's will have "refresher" training annually.

#### 4. Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding leads) are currently:

Mr Gary Streatfield (Designated Safeguarding Lead)  
Mr James Kelly (Deputy Designated Safeguarding Lead)

##### A) The Governing Body

The governing body's responsibilities are to ensure that it complies with its duties under legislation. The governing body should ensure there is a senior board level lead to take **leadership** responsibility for safeguarding arrangements. Although the governing body takes collective responsibility to safeguard and promote the welfare of children and young people, there should be a designated lead, at senior board level, who takes leadership responsibility for the school's safeguarding arrangements and champions safeguarding within the school. The governing body has agreed that our Chair of Governors will not be our safeguarding governor in order that the Chair can hold that governor to account for the specific duties of the role.

The governing body must also have regard to [Keeping Children Safe in Education \(September 2020\)](#) and the [Governance Handbook](#) to ensure that the school's policies, procedures and training are always effective and comply with the law.

The senior lead governor for child protection and safeguarding will meet with the designated safeguarding lead termly to ensure safeguarding arrangements are effective. The governing body has agreed the senior lead governor for safeguarding, with the DSL, will report to the governing body each term.

This governing body will meet the responsibilities placed upon it in law, which include:

## Policies

- Ensuring that an effective safeguarding and child protection policy is in place, which describes procedures in accordance with government guidance and refers to LB Redbridge multi-agency safeguarding arrangements, and which is updated annually (as a minimum) and is available publicly via the school website and, when requested, in hard copy.
- Providing opportunities for staff to contribute to and shape the child protection policy and the arrangements for safeguarding.
- Ensuring that there is a staff behaviour policy or code of conduct that includes, amongst other expectations, acceptable use of technologies, staff/pupil relationships and communications including staff use of social media.
- Putting in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
  - Where reasonably possible, the school will hold more than one emergency contact number for each pupil so that the school has additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
  - The school will ensure that the information we provide to the local authority, when removing a child from the school role, at standard and non-standard transition points, will be in accordance with the DfE statutory guidance, [Children Missing Education](#).
  - Providing to all staff on induction, the school's suite of policies and procedures relevant to child protection and safeguarding, along with [Part one, Part five and Annex A of Keeping children safe in education \(2020\)](#).
- Ensuring, through the actions of the headteacher, that the above policies and procedures are followed by all staff.
- Taking a proportionate, risk-based approach to the level of information provided to temporary staff and volunteers.

## 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.
- The job description will need to be reviewed in line with new KCSIE 2020 updates of the enhanced focus and additional responsibility for DSLs, schools should revisit the DSL job description and review how the DSL can work to promote educational outcomes, and consider what resources, systems, training, and support should be put in place to facilitate this – for example, schools may consider providing additional training, delegating other (non-safeguarding) responsibilities a DSL post-holder may have, ensuring DSLs have sufficient time to fulfil their duties, or appointing more DSLs or deputies to share the load. Schools and DSLs will need to establish or review current systems for reporting and monitoring children's progress, both within the school and with relevant external agencies, as appropriate.
- The new three safeguarding partner arrangements should have been in place from September 2019 and DSLs should ensure they are aware of what these are and liaise with relevant contacts, such as the Local Authority Designated Officer (**LADO**) and children's services.
- Training the deputy designated safeguarding lead to the same standard as the designated safeguarding lead. And ensure resources to support the development of these roles.

- The ultimate lead responsibility for safeguarding and child protection, as set out in [Keeping Children Safe in Education \(2020\)](#), 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 \(July 2018\)](#).
- New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.
- The governing body 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 governing body 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.

### **Information Sharing**

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The governing body 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 regarding information sharing is set out in this policy on page 31 (including the seven golden rules for sharing information).

- [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 new staff (new to the role and/or new to the school including agency staff and interim appointments) undergo safeguarding and child protection training (including online safety) at induction.
- All staff should receive appropriate safeguarding and child protection training. Our school has agreed that this training will be delivered every year with full refresher training biannually.
- Induction and training will be in line with advice from the three local safeguarding partners.
- In addition to this annual training, all staff will receive regular safeguarding and child protection training and updates (for example, via email, e-bulletins, staff meetings) throughout the school year, 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 \(2020\)](#)

### 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 governing body should ensure appropriate filters and appropriate monitoring systems are in place.

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

We have a separate policy that includes guidance and rules regarding the use of pupil/staff mobile technology and access to the internet via 3G, 4G and 5G on our premises.

### Opportunities to Teach Safeguarding

- The governing body 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 (for all primary pupils) and Relationships and Sex Education (for all secondary pupils), and Health Education

(for all pupils in state funded schools) which are mandatory from September 2020. [Guidance for SRE 2020](#)

- Whilst it is essential that appropriate filters and monitoring systems are in place, the governing body 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 governing body 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 governing body has recruitment and selection policies and procedures in place.
- In accordance with The School Staffing (England) Regulations 2009, the governing body 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.
- Governing bodies and proprietors – who supervise, direct and control supply teachers whilst they are working at a school – should discuss with the agency whether it is appropriate to suspend or redeploy the supply teacher to another part of the school whilst investigating the allegation. Schools should inform the supply agency of its process for managing allegations, and agencies should be fully involved and co-operate with the LADO’s enquiries. Schools are expected to handle the allegation as they are best placed to collect facts and information required for the referral process
- Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

The governing body 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 governing body 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

The Governing Body will ensure that school leaders understand the correct procedures regarding reporting safeguarding concerns or allegations about another member of staff (including a volunteer) posing a risk of harm to children. The Chair of Governors should ensure that these procedures are adhered to:

- Concerns or allegations should be referred to the headteacher.
- Where there are concerns/allegations about the headteacher, these should be reported to the Chair of Governors
- The headteacher or Chair of Governors, as appropriate, should **discuss the allegation immediately with the LB Redbridge designated officer** (LADO). The purpose of this initial discussion is for the LADO and the case manager in school to consider the nature, content and context of the allegation and agree a course of action. The case manager should not inform

any member of staff of an allegation nor conduct any sort of investigation until s/he has first had the discussion with the LADO.

### 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 [RSCB website](#)

The governing body and school leaders will ensure that they have read and understand [Part four of Keeping Children Safe in Education September 2020: 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.
- Where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk.

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 needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil or student 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.

### Supply Teachers

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

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 child's wishes**

Where there is a safeguarding concern, the governing body 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 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 governing body should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular the governing body 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 that prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

The governing body 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 Governing body 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](#).

### **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 and disabilities (SEND) can face additional safeguarding challenges. The governing body 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 SEND.

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

### **Private Fostering and Homestay during exchange visits**

Private fostering is an arrangement whereby a child under the age of 16 (or 18 if the child has a disability) (S. 66 Children Act 1989) is placed for 28 days or more in the care of someone who is not the child's parent(s) or a 'connected person'. If the school learns of such arrangements they will refer the concern to the Local Authority.

Schools often plan 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. 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 governing body has taken account of [Annex E of Keeping Children Safe in Education: Host families – homestay during exchange visits](#)

### **Peer on Peer**

The senior lead governor for safeguarding will monitor:

- the school's 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:
  - bullying (including cyberbullying) sexual violence and sexual harassment.
  - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
  - sexual violence such as rape, assault by penetration and sexual assault.
  - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
  - upskirting, which typically involves taking a picture under a person’s clothing without them knowing, to obtain sexual gratification or cause the victim humiliation, distress or alarm.
  - sexting (also known as youth produced sexual imagery).
  - initiation/hazing type violence and rituals.

The governing body 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

The governing body 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. Annex A – Further Information, Keeping Children Safe in Education \(2020\)](#)

## **B) The Designated Safeguarding Lead**

The role of the Designated Safeguarding Person was specified in the Children Act 2004 and ensures every organisation had a “named person” for safeguarding children and young people. The school can appoint deputies to support the role of the DSL.

### **Key Aspects of the Designated Person role includes:**

- Being the first point of contact for all safeguarding concerns
- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand child abuse and neglect
- Referring any child protection concerns to social care
- Referring to relevant agencies who can provide support to children and families
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues.
- DSLs should work closely with senior mental health leads. At ICHS the senior mental health lead is Mr James Kelly.

The full outline of the role can be found in: [Keeping Children Safe in Education \(DfE September 2020\)](#)  
Changes to the DSL role have been outlined in KCSIE 2020:

“help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.”

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

#### **Manage Referrals**

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

- the police (where a crime may have been committed); Guidance on when to call the police may be found here. [When to call the police](#)
- 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 DSL must also understand the mandatory reporting duty for [FGM](#).

#### **Promoting educational outcomes for children with Social Workers**

- Share information about welfare, safeguarding and child protection issues with teachers and leaders
- Have focus on children with social workers to ensure that these students are able to achieve the best academic outcomes and support staff to identify the challenges these children may face, helpful information can be found in [what works in education for children who have social workers](#).

#### **Multi-agency Working**

The designated safeguarding lead is expected to:

- liaise with the headteacher to inform her / him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- understand the local criteria for action and the local protocol for assessment and ensure that these are reflected in the school’s own policies and procedures.
- 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 SENDCos) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- support staff who make referrals to the Channel programme, to the police or to children’s social care.
- be prepared to supply information, as requested by the three safeguarding partners.
- work with social care, the police, health 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.

- where necessary, and in liaison with the headteacher, use local escalation policies where the actions of other agencies have not been sufficiently timely.
- share information with appropriate staff in relation to the 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.
- local authorities should share that a child has a social worker with the DSL
- 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 headteacher 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 DSL should be aware of the three safeguarding partners arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements.
- The DSL and deputies will need to have in place clear systems and processes to identify these needs around mental health and to consider when they become a safeguarding concern

**The Virtual Headteacher in LB Redbridge is (Acting Head) - Sholah Steele**  
Sholah.Steele@redbridge.gov.uk

**The Designated Teacher for Children Looked After is - Mr Gary Streatfield** [g.streatfield@ichs.org.uk](mailto:g.streatfield@ichs.org.uk)

### **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 [RSCB Multi-agency thresholds](#) and the LB Redbridge and all other boroughs 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 be able to attend and contribute to these effectively when required to do so.
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new, agency and part-time staff.
- are alert to specific needs of children in need, those with special educational needs and disabilities, young carers.
- understand relevant data protection legislation and regulations, especially the [Data Protection Act 2018](#) and the [General Data Protection Regulation](#) (GDPR).
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners.

- can keep detailed, accurate, secure written records of concerns and referrals.
- can 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 can provide advice and support to staff on protecting children from the risk of radicalisation.
- 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 and formal training will be updated at least every two years.

### **Raising Awareness**

The designated safeguarding lead should:

- act as a source of support, advice and expertise to all staff.
- 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 work with the Governing Body regarding this.
- ensure this child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made.
- 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 SENDCos, 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 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.

### **C) The Headteacher**

The headteacher will ensure that the policies and procedures adopted by the governing body 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 governing body, the headteacher will ensure that all staff read at least Part one, Part five and Annex A of [Keeping Children Safe in Education \(2020\)](#)
- Where a head teacher is also the sole proprietor of an independent school it is now mandatory to report to the LADO.

The headteacher 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 headteacher and external auditors.

The headteacher will quality assure the effectiveness of the designated safeguarding lead in all aspects of their role (as defined in this policy).

The headteacher and designated safeguarding lead will prepare the safeguarding annual report to the governing body 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 governing body 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 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 \(2020\) 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 and safeguarding 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
- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then: this should be referred to the headteacher or principal

The headteacher will allow access for children's social care from LB Redbridge and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

#### Annex A – Further Information, Keeping Children Safe in Education (2020)

#### **Relationships Education, Relationship & Sex Education (RSE) and Health Education**

Relationship Education (for all primary pupils), RSE (for all secondary pupils) and Health Education (for all state school pupils) will be compulsory from September 2020.

Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here:

Statutory guidance: relationships education relationships and sex education (RSE) and health education.

Colleges may cover relevant issues through tutorials. The following resources may help schools and colleges:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS)27 guidance: Education for a connected world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

#### **D) All school staff**

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

**All** staff, including agency, have a responsibility to provide a safe environment in which children can learn. [The Teachers' Standards 2012](#) state that teachers (which includes headteachers) 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 Governing Body. In addition, 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.

You will be provided with [Part one, Part five and Annex A of Keeping Children Safe in Education \(2020\)](#) 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; and
- the safeguarding response to children who go missing from education.

### **Advice and support**

Every school should have a designated safeguarding lead who is the first point of contact for safeguarding and child protection concerns. 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 as soon as is practically possible.

### **Identifying Concerns**

All staff should be aware of the indicators of abuse and neglect. Types and indicators of abuse and neglect are described in later sections of this policy. [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.

Abuse, neglect and other safeguarding issues are rarely stand-alone episodes, therefore every concern must be recorded, in line with the school's reporting processes, so that the designated safeguarding lead can 'join up' the pattern of concerns. 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 [Annex A – Further Information, Keeping Children Safe in Education \(2020\)](#)

Staff should immediately raise any mental health concerns which are *also* safeguarding concerns with the Designated Safeguarding Lead (**DSL**) or deputy and follow their child protection policy.

### **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. 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.

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 using the safeguarding tab in ClassCharts or for staff / visitors without ClassCharts access, by using the school record of concern sheet (which is included as an appendix to this policy) and passing this to Mrs Grout in the Pastoral office next to the LRC
- speak to a member of the safeguarding team to ensure they are aware of the concern
- not destroy the original notes in case they are needed by a court – these can be scanned and uploaded to as part of the ClassCharts referral to ensure they are preserved
- 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 or use the reporting body map to indicate the position of any injuries
- record statements and observations rather than interpretations or assumptions
- ensure the referral is registered electronically or sign and date the paper record

ClassCharts will ensure that an email is sent to the designated safeguarding lead and deputies immediately confirming that a new incident has been logged.

The designated safeguarding lead will maintain case files for pupils where there are concerns, using the software, 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.

The ClassCharts software is used as a reporting tool and cases are managed via Provisions software developed by Edukey.

Options will then include:

- with the DSL, managing any support for the child through our own pastoral support processes.
- an early help assessment.
- 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 seek advice from their colleagues about whether or not to report a safeguarding concern to the DSL; the designated safeguarding lead should always be your source of advice and expertise.



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
- 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 (MARF). 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 RSCB Escalation and Resolution Policy](#)

All staff should know what to do if a child tells them s/he is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality while never promising a child that they will not tell anyone about what they have disclosed.

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

- Listen carefully to what they're saying - Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.
- Give them the tools to talk - If they're struggling to talk to you, show them Childline's letter builder tool. It uses simple prompts to help them share what's happening and how they're feeling.

- Let them know they've done the right thing by telling you - reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.
- Tell them it's not their fault - Abuse is never a child's fault. It's important they hear, and know, this.
- Say you'll take them seriously - They may have kept the abuse secret because they were scared, they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
- Don't confront the alleged abuser - Confronting the alleged abuser could make the situation worse for the child.
- Explain what you'll do next- For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.
- Report what the child has told you as soon as possible- Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon after you've spoken to the child. Try to keep these as accurate as possible.

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.

### **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.**

#### **"National Police Chief's Council (NPCC) – When to call the police"**

DSLs, their deputies and senior leaders should be made aware of the NPCC guidance and use it when considering whether to make a Police report and when liaising with the Police on safeguarding issues. 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 that they might be expected to play in such assessments.

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 \(MARF\)](#). 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.

### **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 83, Annex A, Keeping Children Safe in Education](#) for further details.

### **Contextual Safeguarding**

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 ensure that all the available evidence is taken into account, as part of the assessment and provide the full context of any abuse. Additional information about contextual safeguarding is available via this link [Contextual Safeguarding](#).

#### **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. The school has a whistleblowing policy that is available via the school website, on the shared network drive and in the staff room.

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's what you can do to report abuse dedicated 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)

## **E) 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 make 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.

## 5. Contextual Safeguarding and Specific Safeguarding Issues

**Contextual Safeguarding:** 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 ensure that all the available evidence is considered, as part of the assessment and provide the full context of any abuse. Additional information about contextual safeguarding is available here: [Contextual Safeguarding](#)

**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. And understands the importance of contextual safeguarding, i.e. that incidents or behaviours can be associated with factors outside the school and can occur between children outside of school.

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 is defined as "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.

All staff should be aware that safeguarding issues can also manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence / sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to managing behaviour incidents.

The designated safeguarding lead and his team will ensure that members of staff have up to date guidance and practical support on specific safeguarding issues. Expert and professional organisations are best placed to provide this, but staff are also advised to access government guidance on the DfE website.

- [bullying including cyberbullying](#)
- [children missing education](#)
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#)
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [mental health](#)
- [missing children and adult's strategy](#)
- [private fostering](#)
- [preventing radicalisation](#)
- [relationship abuse](#)
- [serious violence](#)
- [sexting](#)
- [trafficking](#)
- [upskirting](#)

Later sections of this policy and the annexes provide information on specific safeguarding issues and specific forms of abuse/safeguarding issues. School leaders and those staff that work directly with children should read those sections.

## **6. Record keeping and retention**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies. 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. Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for at least 25 years after the pupil's date of birth (or longer depending on current government guidance), or until they transfer to another school / educational setting. Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives. Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

## **7. Confidentiality, Consent and Information Sharing**

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

As part of meeting a child's needs, the governing body 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.

"Data protection: toolkit for schools", supports schools with data protection activity, including compliance with GDPR.

Schools should ensure that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern - making reference to relevant guidance such as the new toolkit and the July 2018 guidance – Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The training should also cover how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose.

School staff should be proactive in sharing information with the designated safeguarding lead 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 governing body is aware that, among other obligations, the Data Protection Act 2018 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. Please contact the schools Data Protection Lead if there are any concerns around data sharing.

The governing body 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 governing body 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, if 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 SENDCos or the named person with oversight for SEND 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 must make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and 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.

### **The seven golden rules to sharing information**

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 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 data protection 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. Seek advice on digital secure sharing from your IT professional.
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. This record should be kept for at least three years.

### **8. Inter-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.



Under the leadership of our designated safeguarding lead, we will continue to develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and children's social care. In determining levels of need, we will follow the thresholds for referral provided by Redbridge Local Safeguarding Children Board (LSCB). Are you worried about a child: How to access early help, and thresholds for referral to children's social care?

The school will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, 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.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so, and the actions agreed.

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

## **9. 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 2020). 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.

## **10. 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.

## **11. Safer Recruitment**

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. This includes transferable risk through conduct outside of school.

The Governing Body 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 appropriate approved systems. We will take proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

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

Governors will have an enhanced criminal records certificate from the DBS. Those governors who also engage in regulated activity in the school should 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 Headteacher, School Business Manager, designated safeguarding lead and designated governor for safeguarding and child protection regularly monitor the single central record and complete a record of their scrutiny and recommendations.

## **12. Staff and student support**

We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead (DSL) and to seek further support. This could be provided for all staff by, for example, the Head teacher, by Occupational Health, and/or a teacher/trade union representative as appropriate.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings" provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support (as in above) and appropriate workshops, courses or meetings as organised by children's services or the local safeguarding children's board. Monitoring and support for the DSL is purchased through Redbridge and is currently provided by Emma Bond.

In the area of child protection there is a pyramid of need for the support of vulnerable students. At the top are those students on a child protection plan and those students for whom we have major child protection concerns. Next are children 'Looked After' by the local authority, adopted children and those who are cared for by people other than a parent. Then we have students who take the role as a significant carer for a family member. The Designated Safeguarding Lead is responsible for ensuring that we have an up to date list of these groups of students.

Next is a larger group of students who are vulnerable in some other way. This may be because of family circumstances, health issues or social reasons. Lastly there are the majority of students, who do not need ongoing extra support but may need some support for a short period of time. This may be, for example, in the case of family illness, crisis or bereavement. The designated leads regularly liaise with the SENCO and check our first aid and medical records for students seeking medical assistance, so that we can identify concerns at an early stage. We are committed to providing support for all these groups of students appropriate to their needs. This may be provided by the safeguarding team, a member of the leadership team, a member of the intervention team, a Director of Student Development, form tutor or an adult in school specifically approached to do so. Where a student is educated elsewhere, for example at a PRU or Alternative Provision, we continue to retain responsibility for their safeguarding and liaise directly with the provider. We will also visit these establishments to ensure safeguarding obligations are met.

We also support our students in other ways for many reasons. We try to help students understand what is and is not acceptable behaviour towards them and how to speak up if they have worries. We also encourage students to speak up about concerns they may have for their peers. Peer mentors, mental health ambassadors and learning buddies are effective student to student initiatives that allow for a caring ethos.

We are aware that the lockdown period, which was implemented due to COVID19, will have affected staff and students. It has created anxiety, changed working practice, altered family dynamics and impacted on mental health and wellbeing. Staff and students will be supported through a range of internal strategies and, where necessary, outside agency interventions to help them return to school.

### **13. Allegations against staff**

#### **Allegations about members of the workforce**

All staff members are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in the Staff Behaviour policy / Code of Conduct. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

We understand that a pupil, parent or visitor may make a safeguarding allegation against a member of staff. The school has processes in place for reporting any concerns about a member of staff (or any adult working with children). Any concerns about the conduct of a member of staff will be referred

to the Headteacher (or the Deputy Headteacher in their absence). This role is distinct from the designated safeguarding lead as the named person should have sufficient status and authority in the school to manage employment procedures. Staffing matters are confidential and the school operates within statutory guidance around Data Protection. The Headteacher or Deputy Headteacher on all such occasions will review the content of the allegation and discuss safeguarding concerns with the Local Authority Designated Officer (LADO) within 24 hours. However, wherever possible, contact with the LADO will be made immediately as they will then advise on how to proceed and whether the matter requires Police involvement. This will include advice on speaking to pupils and parents and HR. The school does not carry out any investigation before speaking to the LADO.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO without notifying the Headteacher first.

Suspension of a member of staff against whom an allegation has been made needs careful consideration, and we will consult with Redbridge HR (or an alternative HR provider if they are in contract with the school e.g. Judicium) and the LADO when making this decision. An allegation does not necessarily mean automatic suspension.

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

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school. If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is their duty to report these to the Headteacher. Where the concerns or allegations are about the Headteacher, these should be referred to the Chair of Governors. The details of the Chair/Vice Chair of Governors will be available on the school website and they are contactable via the school office.

To reduce the risk of allegations, all staff and volunteers should be aware of our guidance on safer working practice which falls within the code of conduct section in the staff handbook. If an allegation is determined to be unsubstantiated, it will be referred to children's social care to determine whether the child is in need of services or may have been abused by someone else. If an allegation is deliberately invented, the Headteacher may take disciplinary action against the pupils or adult who reported the allegation. It is the duty of the Governing Body to ensure that there are procedures in place to handle allegations against teachers, the Headteacher, other staff and volunteers.

### **Managing allegations against staff or volunteers - Summary of Procedures**

The person - usually the Headteacher or Chair of Governors - 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).

**The Local Authority Designated Officer (LADO) is Helen Curtis.**

**Telephone: 0208 708 5350 or 020 8708 5371 or 020 8708 5613**

**E-mail: [lado@redbridge.gov.uk](mailto:lado@redbridge.gov.uk)**

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 given 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 Headteacher 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 2020).

Our agreement for other users letting school facilities requires that the organiser will manage the suspension of adults where necessary from school premises and liaise with relevant Organisations and Bodies.

#### **14. Whistleblowing**

Whistleblowing is ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Staff should speak to the Designated Safeguarding Lead or the Headteacher and can, if necessary, speak to the LBR ‘whistleblowing team’ (0800 633 5267) or the Local Authority Designated Officer for Child Protection (020 8708 5350). The NSPCC also has a whistleblowing line which can be used (0800 028 0285).

#### **15. Use of Reasonable Force**

The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. ‘Reasonable’ means using no more force than is needed. Our policy on the “Use of Reasonable Force” by staff is set out separately, as part of our Behaviour Policy. It complies with Government guidance on relevant strategies and use of force as outlined by the “Education and Inspections Act 2006” and “The use of reasonable force”. This guidance states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and/or causing damage to property, and, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate. We recognise that where intervention is required, it should always be considered in a safeguarding context.

Such events should be recorded and signed by a witness.

Staff who are likely to need to use specialist “reasonable force/positive handling” techniques should be appropriately trained. Individual training focuses on de-escalation, diversion and diffusion strategies. “Reasonable force/positive handling” techniques can be devised to meet the individual needs of children with challenging behaviour as part of a holistic approach.

We understand that the use of reasonable force/positive handling techniques that are of a nature that causes injury or distress to a child may lead to consideration under child protection or disciplinary procedures.

#### **16. Anti-Bullying/Peer on Peer Abuse**

Our school may be the only stable, secure and safe element in the lives of children at risk of or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. Allegations of peer on peer abuse that fall into the category of Child Protection are required to be reported to the DSL. The reporting of incidents may come from a range of sources including the following: students, staff members, a parent, observer, social media or an anonymous tip off. The

DSL and pastoral leads will investigate all such information and will engage with the local safeguarding team as necessary. We will seek advice and support from other agencies as appropriate.

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

Peer on peer abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse, sexual violence / sexual harassment, 'sexting' or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. [How to deal with sexual violence](#)

All staff should be considering the context within which such incidents and behaviours occur. This is known as contextual safeguarding and simply means that assessments should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Our policy on the prevention and management of bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **17. Racist Incidents**

Our policy on racist incidents is set out in a separate document and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All racially motivated incidents are reported to the Redbridge Children's Services.

## **18. Child Sexual Exploitation (CSE) Child Criminal Exploitation (CCE) and County Lines**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. In Redbridge, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The designated safeguarding lead will lead on these issues and work with other agencies as appropriate.

## **19. Domestic abuse**

Domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate personal relationship and they should be signposted to additional information and support services such as the National Domestic Abuse Helpline, [NSPCC](#), [Refuge](#) and [SafeLives](#).

Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

Some students are at increased risk of abuse. Some students face additional barriers with respect to recognising or disclosing abuse. The school is committed to recognising diversity and ensures anti-discriminatory practices. We ensure that all students have the same protection.

The school give special consideration to students who:



- Have special educational needs (SEN) or disabilities).
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality.
- Are at risk of criminal or sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are known to be living in difficult situations e.g. where there are issues at home, such as: substance abuse/misuse, mental health or domestic violence or where a family member has mental health needs.
- Are at risk due to either their own mental health needs.
- Are within the care system and are looked after or previously looked after.

At Ilford County High School we are working in partnership with the Metropolitan Police and Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Encompass has been created to highlight this situation. It is the implementation of key partnership working between the police and schools. The aim of sharing information with local schools is to allow the 'Key Adults' the opportunity of engaging with the child and to provide access to support that allows them to remain in a safe but secure familiar environment.

In order to achieve this, the Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present, with the Designated Safeguarding Leads (DSL). On receipt of any information, the DSL will decide on the appropriate support the child requires, this should be covert dependent on the needs and wishes of the child. All information sharing and resulting actions will be undertaken in accordance with the Metropolitan Police and MASH Encompass Protocol Data Sharing Agreement. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

The purpose and procedures in Operation Encompass have been shared with all parents and governors, is detailed as part of the school's Safeguarding Policy and published on our school website.

At Ilford County High School our key adult is Mr G Streatfield.

## **20. Children missing from education**

All children, regardless of their age, ability, aptitude and any special education needs, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. We will hold at least two emergency contact numbers for each student. Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Missing Education and Child Employment Service, Social Care

or Police). Parents are required to provide at least two emergency contact numbers to the school, so we are able to communicate with someone if we need to. Our school must inform the local authority of any pupil who fails to attend school regularly or has been absent without school permission for a continuous period of 10 days or more.

## **21. Young Carers**

It is the responsibility of the Designated Safeguarding Lead (or deputy) to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement. We offer a pastoral support package to these students appropriate to their individual situation.

## **22. Physical, Emotional, Sexual Abuse and Neglect**

**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 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.

**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.

### 23. Honour Based Abuse (HBA), Female Genital Mutilation (FGM) and Forced marriage

So-called 'honour-based' abuse (HBA) encompasses incidents or 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 HBA 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.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse. As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

Whilst all staff should speak to the designated safeguarding lead or deputy regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on **teachers**. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Signs that FGM might happen include:

- relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home.

Signs that FGM might have taken place include:

- Having difficulty walking, standing or sitting.
- Spending longer in the bathroom or toilet.
- Appearing quiet, anxious or depressed.
- Acting differently after an absence from school or college.
- Reluctance to go to the doctors or have routine medical examinations.
- Asking for help – though they might not be explicit about the problem because they're scared or embarrassed.

If a member of staff suspects that a student has been removed from or prevented from attending education as a result of FGM a referral should be made to the Local Authority and the police. The Designated Safeguarding Lead may consider speaking to the pupil's friends to gather information although they should not make clear that FGM is suspected as this may get back to the family who may hasten any plans to perform the procedure (as well as potentially breaching confidentiality). All guidelines adhered to in Multi Agency Practice Guidelines: - Female Genital Mutilation should be taken into consideration (See Link in Keeping Children Safe in Education). As a boys school we realise that it is important that young men are involved in the work to raise awareness of FGM because more

information and knowledge may help to prevent FGM being done to other family members or their own daughters one day. We need to be aware that comments or disclosures from our students could help to prevent FGM occurring elsewhere in the family unit. The DSL will organise update training for staff to raise awareness of this issue.

The subject of forced marriage is also highlighted in the key safeguarding guidance documents. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents. Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A pupil who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations. Should concerns be raised by a student, the Designated Safeguarding Lead should be alerted, and the appropriate external agencies will be informed.

## **24. Sexual violence, Sexual harassment and Upskirting**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to:

- violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual "jokes" or taunting.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.
- online sexual harassment.

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos.
- sexualised online bullying.
- unwanted sexual comments and messages, including, on social media.

It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4. Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

**'Upskirting'** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out earlier in this document AND if a disclosure is made in person they should accompany the student

to a member of the safeguarding team. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

## **25. Serious violence**

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school.
- a change in friendships or relationships with older individuals or groups.
- a significant decline in performance.
- signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## **26. E-Safety**

The curriculum at ICHS will contain lessons that educate students in the area of E-Safety. Materials from CEOP will be shared through Computing lessons and units within the PSHEE/Personal Development curriculum which will incorporate safety in a digital age.

The school will monitor and investigate issues of bullying/inappropriate conduct on social media or via phone "apps" in the same way as traditional incidents. Examples of E-Safety incidents may include online bullying, inappropriate posting of comments or digital media, sexting, covert/overt videoing of others without permission, relationships with strangers through websites/apps or gaming networks. Where issues are identified, key school staff will collect evidence including checking mobile phones/tablets and then share information with parents and, if necessary, external agencies.

The school link Police officer will be engaged to talk to individual pupils if it is established that they are putting themselves or others at risk through inappropriate electronic/online behaviour.

The school will work with Lgfl and other companies to appropriately filter inappropriate content from school systems, monitor inappropriate ICT usage and maintain data integrity. This also involves constant monitoring of IT systems for key trigger words and automatic screenshot collection when breaches are found. These breaches, along with user account details, are sent to key safeguarding staff.

## **27. SEND and other vulnerable students**

Members of the safeguarding team are often aware of students who are vulnerable for other reasons. It is their responsibility to ensure that these students receive support either from a teacher in school to whom the pupil relates or from an external agency. The pupil's Director of Student Development

will be informed of the situation. This situation might be a temporary one or may be on-going. This also includes any vulnerable students who may be 18 and over in our Sixth form. Parents/carers are informed of the situation wherever appropriate.

Our school understands that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

The DSL and Deputy DSL will work closely with the SENCO who monitors these students and will put in place intervention as necessary. Immediate safeguarding concerns will be dealt with by following the relevant Redbridge/Local Authority procedures and the school will always work openly with other key professionals already engaged in supporting the student.

## **28. Preventing Radicalisation**

As of July 2015, the Counter-Terrorism and Security Act (HMG, 2015) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, 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 requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

Radicalisation is the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Radicalisation is usually a process not an event – it is possible to intervene to prevent vulnerable people being drawn into terrorism. Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a

possibility to consider when assessing behavioural changes. **Advice** regarding Prevent or referrals to the Channel programme can be obtained from: - **Redbridge**, Prevent institutions Officer, Redbridge Community Safety Team on **020 8708 5244**.

The school will ensure that members of the Senior Leadership Team undergo regular training on developments within the area of extremism and how suspected cases can be handled sensitively and robustly. The school will ensure that all members of staff receive appropriate training as guided by the London Borough of Redbridge Prevent team. Examples of training include WRAP (Workshop to Raise Awareness of Prevent) and Channel.

The DSL and Deputy DSL's will undertake appropriate training in order to comply with statutory obligations on making a referral to the Channel programme. Staff will be informed of the E-learning channel awareness programme that is available at the following web address: [https://www.elearning.prevent.homeoffice.gov.uk/channel\\_awareness/01-welcome.html](https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html).

ICHS recognise that the Channel programme 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 us to make referrals if any individual is concerned that a student or staff member might be vulnerable to radicalisation. In addition to standard professional information sharing we realise that a staff member who makes a referral to Channel may be asked to attend a Channel panel to discuss the individual referred in order to determine whether support is required.

The Designated Safeguarding Lead will be in regular contact with the London Borough of Redbridge Prevent team to review practice and access the latest government guidance.

The Senior Leadership Team will complete a Prevent audit and review this with the Governing Body on an annual basis. This audit will also be subject to review by the London Borough of Redbridge Prevent team and by the outside parties undertaking an annual safeguarding audit.

## **29. Promoting positive mental health and resilience in school**

Staff should be aware of the link between mental health and safeguarding and the role that schools play in detecting possible problems and supporting good mental wellbeing. While only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one.

**Our Designated Senior Leader for Mental Health is** – Mr James Kelly [j.kelly@ichs.org.uk](mailto:j.kelly@ichs.org.uk)

**Our Lead member of staff for Wellbeing is** – Mr Vibert Murdock [v.murdock@ichs.org.uk](mailto:v.murdock@ichs.org.uk)

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.



Staff welfare is also a key consideration and abusive behaviour towards any adult within the school will not be tolerated. Parents, guests or visitors may be asked to leave the school site if they do not behave in a responsible manner towards adults or children in the school. It is not acceptable for an adult within the school to be shouted at, sworn at, intimidated or physically threatened and this includes comments/posts on social media or other digital platforms. If a parent, guest or visitor continues to display abusive behaviour or fails to leave the premises when asked the school will consider engaging the support of the Police to protect its staff. The Headteacher will consider fixed term and permanent site bans in exceptional cases.

### **30. Health and Safety**

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits. In addition, the school will adhere to Health and Safety Procedures for staff and employees who will also be given annual and interim updates on key issues.

### **31. Pre School and After School Services**

Working Together recognises that pre-school activities and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.

All organisations or services including private, voluntary and those that must be registered by Ofsted under the Children Act 1989 should have a written statement based on the procedures laid out in the booklet "What to Do If You're Worried a Child Is Being Abused". This statement should clearly set out staff responsibilities for reporting suspected child abuse or neglect in accordance with Local Safeguarding Children's Board procedures (The London procedures in the case of Redbridge) and should include telephone numbers for the local police and children's social services.

### **32. Fire, Evacuation and Lock Down Procedures**

In the event of a fire, you are to break the glass of the nearest Fire Alarm by lifting the flap and pushing the glass. When the alarm sounds everyone must then leave the building as quickly as possible. The fire alarm system is linked automatically to the Fire Brigade. Should there be a need to order a fire engine / public fire appliance this will be done by a member of the Senior Leadership Team.

In the event of a bomb threat, the Receptionist will alert the Headteacher (Mrs Drysdale) immediately, or in her absence the Deputy Headteacher, who will take her place. The Headteacher will initiate an evacuation of the building without using the fire alarm. The Headteacher will inform the relevant authorities. Details of the threat will be recorded, in writing, at the earliest opportunity and forwarded to the police. Fire Alarms and mobile phones should not be used as this can set off some devices. No one should leave the assembly point or return to the building unless authorised to do so.

If a suspect package is discovered, the Headteacher (Mrs Drysdale) should be informed immediately, or in her absence the Deputy Headteacher, who will take her place. The Headteacher will initiate an evacuation without using the fire Alarm, and the relevant authorities will be informed immediately. If possible and without incurring risk, something should be placed close to the object to aid

identification. Fire Alarms and mobile phones should not be used as this can set off some devices. No one should leave the assembly point or return to the building unless authorised to do so.

A major fire or evacuation can be extremely difficult to manage to ensure that staff, students and visitors remain safe. We ask that everyone follows the procedures set out below as closely as is reasonable but is ready to adapt and support colleagues if asked to do so.

### **Fire Evacuations & Bomb Threats**

- Staff should follow instructions for exit from the building, leading children in calm and orderly fashion to the Fire Assembly Points on the field
- Staff should check that the room is empty before shutting (but not locking) the door behind them
- Staff should follow the evacuation procedures collecting the 'fire zone card' as appropriate assuming this can be done without putting themselves or others at risk
- All bags should be left behind to ensure a smooth exit - stand up and walk out
- There is no need to open or close windows before exiting the building. If they are open, leave them open. If they are closed, leave them closed
- Each room has specific Fire Drill instructions for exit from the building. Staff should be ready to adapt the specified route if it is blocked by fire or if asked to re-route by a member of the Leadership Team
- Students should line up in Form Groups as per markings on the field
- All students are to line up in a quiet and orderly fashion, which must be maintained and controlled by accompanying staff
- All teaching staff should support Heads of House in taking registers whether or not they are designated Form Tutors
- All support staff should register then move swiftly to help supervise students
- **Please not "COVID" one way systems DO NOT apply during an emergency evacuation from the building.**

### **Registers**

- Form Group lists are available in outside "fire boxes" and will be given out by The Administration Team. They will also bring out a list of absent students
- Directors of Student Development will coordinate the calling of registers and the identification of all students who are present at the Fire Assembly Points. In the event of staff absence, a member of the Leadership Team will nominate a member of staff to undertake this role

### **All Other Staff**

- A list of all Support Staff, Teaching Staff (and a copy of the timetable) and the Visitor Signing-in Book will be brought out by the Administration Team
- All non-teaching staff will register under the supervision of the Administration, Business and Finance Team, who will have the complete staff list. Teaching staff will be checked by a member of the Leadership Team who will have timetable lists for each day of the two-week timetable
- Once registered Support Staff should assist in the supervision of the students
- Site Staff, Fire Wardens and the Senior Leadership Team are to search the building to ascertain the whereabouts and existence of the fire if it is safe to do so (all must carry and use a walkie-talkie) and ensure the gates are open for access to the playground from all exits

- Visitors will assemble in the designated area with Support Staff and be checked off against the Visitor Signing-in Book

## Lock Down

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. On very rare occasions it may be necessary to seal off the school so that it cannot be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard in the school grounds or outside the school but in the near vicinity. A lockdown will be implemented when there are serious security risks for the staff and pupils who are on the premises. This may be due to, for example, a nearby chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by an unauthorised person intent in causing harm/damage.

- Staff will be notified that lock down procedures are to take place immediately by the sounding of the lockdown alarm system. Staff and students will be made aware of the sound of this alarm through practice and training exercises.
- Staff will follow the CLOSE procedure:
  - Close all windows and doors
  - Lock up doors or access points
  - Out of sight and minimise movement
  - Stay silent and avoid drawing attention
  - Endure. Being aware they may be in lock down for some time
- The lockdown signal will activate a process of children being ushered into the school building as quickly as possible and the locking of the school's classrooms, offices, connecting doors and all outside doors/shutters where this is possible to complete while remaining safe.
- Smart boards and computer monitors to be turned off. Mobile phones are put on silent mode and staff will support children in keeping calm and quiet.
- Children or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and class teacher e.g. children using toilets when lockdown procedure is engaged. Pupils who are outside and engaged in PE lessons (on the school field) will brought inside as quickly as possible, unless this endangers them and others. If the teacher in charge of the class feels that the safest option is to remain outside they will relocate or hide the pupils using the local environment available to them (bushes, a neighbouring garden, local roads etc.).
- All situations are different, once all staff and pupils are safely inside, senior staff will conduct an on-going and dynamic risk assessment based on advice from the Emergency Services. Staff will remain in lockdown positions until informed by a member of the Senior Leadership Team or a member of the Emergency Services, in person, that there is an all clear. **NO ONE SHOULD MOVE ABOUT THE SCHOOL.**
- As soon as possible after the lockdown teachers return to their classrooms and conduct a register for their usual timetabled class. Reception should be immediately informed of any pupils not accounted for.
- If lockdown procedures are used, parents will be notified as soon as it is practical to do so via the school's established communication network which is currently GroupCall.

Parents will be reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety. Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk. Pupils will not be released to parents during a lock down. Parents will be asked not to call

the school as this may tie up emergency lines. If the end of the day is extended due to the lock down, parents will be notified and will receive information about the time and place pupils can be picked up from senior staff, London Borough of Redbridge representatives or by the emergency services.

A letter will be sent home to parents at the first opportunity following any serious incident to inform parents of the context of the lockdown and to encourage parents to reinforce with their children the importance of following procedures in these very rare circumstances.

Lockdown practices will take place at least once a year to ensure everyone knows exactly what to do in such a situation. Monitoring of practices will take place and staff will be debriefed for positive reinforcement or to identify required improvements.

### **33. Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to talk knowing that they will be listened to
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

### **34. Communication with Parents**

School leaders will:

- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on, where necessary, by making all policies available on the website and on request.
- Work with parents to support the needs of their child.
- Consider the safety of the student and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents.
- Aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services where students need extra support.

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.

### **35. Visitors to the school**

As part of our safeguarding procedures the following actions are taken in relation to visitors to the school:

- Green lanyards are given to visitors by reception if they have shown proof of a current Disclosure and Barring Service Certificate (DBS) – this means they are able to travel around the site unaccompanied
- Red lanyards are given to visitors who do not hold a current DBS and therefore will need to be accompanied around the school site at ALL times. We would ask that staff challenge any adults who are walking around school wearing a red lanyard unaccompanied or no lanyard at all.
- The School holds an approved visitor list for visitors who are DBS checked and frequently visit the school site to undertake work, including contractors and supply staff. These visitors have authorisation from the Headteacher or School Business Manager to travel around the school site unaided with a green identification badge.

Staff should remember to tell their visitors the following prior to arrival:

- Once on site, all visitors MUST report to reception first. No visitor is permitted to enter the school via any other entrance under any circumstances
- At reception, all visitors must state the purpose of their visit and who has invited them
- All visitors will be asked to sign the Visitors Record Book which is kept in reception at all times, making note of their name, organisation, who they are visiting and car registration (If parked on site)
- All visitors will be handed a copy of the safeguarding leaflet EVERY time they visit the school

All ICHS staff are issued with staff identification badges which should be worn, with the school lanyard, at all times while on the school premises.

### **36. Policy Review**

This policy will be reviewed on an annual basis by the safeguarding governor utilising the experiences and expertise of key staff in order to shape future amendments. The final policy will be reviewed by the full Governing Body.



# Appendix A

## **INDICATORS OF ABUSE**

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.

**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 explanations 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/carers 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/carers 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**

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.

**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**

This 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.

**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. truancing  
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 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  
Family member is a sex offender

#### **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.

**Some of the following signs may be indicators of neglect.**

#### **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, and 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

**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.

Staff are expected to read Keeping children safe in education [Part five: Child on child sexual violence and sexual harassment](#) and [Annex A: Further information](#) which contains important additional information about specific forms of abuse and safeguarding issues.

# Appendix B





## **Job Description**

**Job title:** Designated safeguarding lead (DSL)

**Reporting to:** The Headteacher

### **Main purpose**

The DSL will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.

## **Duties and responsibilities**

### **Managing referrals**

- Refer cases of suspected abuse to the local authority children's social care
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals
- Escalate cases if/when the school are unhappy with the response, conduct or actions of local authority children's social care

### **Working with staff and other agencies**

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform the HeadTeacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved

- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so

### **Training**

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
  - Support the school or college in meeting the requirements of the Prevent duty
  - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
  - Provide advice and support to staff on protecting and identifying children at risk of FGM
  - Report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually so as to remain up to date with any developments relevant to the role
- Obtain access to relevant resources and disseminate as appropriate
- Organise Level 1 and Level 2 update training for staff as appropriate to their role

### **Raise awareness**

- Ensure the school's child protection policies are known, understood and used appropriately
- Work with the governing body to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Be alert to the specific needs of children in need, those with special educational needs and young carers

- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

#### **Other areas of responsibility**

- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
- Undertake safer recruitment training and support the school to follow best practice
- Monitor the single central record and ensure it complies with all relevant legislation
- Provide safeguarding reports to the governing body
- Model best practice and uphold the principles of confidentiality and data protection at all times
- Support the governing body in accessing training for safeguarding
- Engage in any safeguarding audits and respond to actions arising

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

#### **Notes:**

This job description may be amended at any time in consultation with the post holder.

**Last review date:**

**Next review date:**

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Potholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Appendix C



## CHILD PROTECTION RECORD

### Reporting a concern for staff without access to ClassCharts

<b>Name of referrer:</b>		<b>Role of referrer:</b>	
<b>Child Name:</b>			
<b>Date of birth:</b>		<b>Year Group / Class:</b>	
<b>Details of concern:</b> <ul style="list-style-type: none"> <li>Overview of your main concern</li> </ul>	<i>(Use and attach a body map if appropriate)</i>		
<b>Facts:</b> <ul style="list-style-type: none"> <li>direct statements made by the student</li> <li>visual observations of any injuries</li> <li>photographic, digital (e-mails, screenshots) or other evidence</li> </ul> <b>Remember to state the source of each fact</b>			
<b>Inferred information:</b> <ul style="list-style-type: none"> <li>4. information that has been assumed or constructed based on the disclosure made to you</li> <li>5. information you are providing based on circumstantial or anecdotal evidence</li> </ul>			
<b>Reported to:</b>		<b>Role of person reported to:</b>	
<b>Signed:</b>			<b>Date:</b>

Action taken by the staff member dealing with the referral and confirmation it has been uploaded via ClassCharts:		Advice sought: <i>(from whom and what was advice given)</i>	
Concern / referral discussed with parent / carer?		<i>If not, state reasons why – if yes, note discussion with parent</i>	
Referral made:		<i>If not, state reasons why – if yes, record to whom and any action agreed</i>	
Feedback to referring member of staff:			<i>By whom</i>
Response to / action taken with pupil:			<i>By whom</i>
Name and contact number of key workers:			
Name and contact details of GP:			
Other notes / information:			
Any other action required:			

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## Summary of Procedures for the DSL

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, **immediately**, to children's social care and the police, not waiting until the end of the school day.

The designated safeguarding lead or deputy should confirm any referrals in writing via a multi-agency referral form (MARF). The child protection and assessment team 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.

### **Redbridge**

If you have concerns about a child's welfare or suspect that a child is being neglected or abused, please telephone Redbridge Council on:

020 8708 3885 from 9.00am to 5.00pm

020 8708 5897 (after 5.00pm and weekends)

Alternatively, you may complete and submit a LBR Multi Agency Referral Form (MARF) Template to [CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk)

For immediate help ring the police on 999.

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure, available here: <https://www.redbridgescp.org.uk/professionals/what-should-you-do-when-there-is-a-professional-disagreement-about-a-child/>

### **Waltham Forest**

Worried about a child?

If you feel that a child or young person is at immediate risk of harm please call the police on 999 who can provide an immediate response. Alternatively, you can contact your local police on 101 at any time. If you don't believe the risk requires immediate action, contact the Waltham Forest Multi Agency Safeguarding Hub (MASH) team to discuss your concerns:

020 8496 2310 (Monday to Thursday 9am-5.15pm, Friday 9am-5pm)

020 8496 3000 (out of hours)

A social worker from the MASH team will speak to you. He/she will need to get as much information as possible about the child and the family.

Escalation and dispute procedures can be found at:  
<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=HztREmHJlg>

### **Barking and Dagenham**

If you have concerns that a child is experiencing abuse or neglect you have a duty to take action.

Telephone consultation with the MASH (Multi Agency Safeguarding Hub)

Before you make an online referral to us, please phone us for a discussion. We will advise you whether you should report a serious concern about a child or ask for early help instead.

MASH team from 9am to 4:45pm, Monday to Friday

020 8227 3811

Out of hours duty team from 4:45pm to 9am, Monday to Friday, weekends and bank holidays

020 8594 8356

Escalation and dispute procedures can be found at:

<https://bdschb.org/professionals/local-protocols/>

### **Havering**

The safety and welfare of children - or child protection - is everybody's business. You could be a neighbour, friend, parent, relative, child-minder, teacher, doctor or working for any organisation which has contact with children and young people. In an emergency please dial 999. Otherwise you can contact the Child Protection Team:

Monday to Friday (9am to 5pm) - 01708 433222

Out of hours/weekends - 01708 433999

You can also make a referral online using the link at:  
[https://www.havering.gov.uk/info/20083/safeguarding\\_children/412/report\\_a\\_concern\\_with\\_a\\_child](https://www.havering.gov.uk/info/20083/safeguarding_children/412/report_a_concern_with_a_child) or use the document based referral form and email it to [tmash@havering.gov.uk](mailto:tmash@havering.gov.uk)

Escalation and dispute procedures can be found at:

[https://www.havering.gov.uk/downloads/20083/safeguarding\\_children](https://www.havering.gov.uk/downloads/20083/safeguarding_children)

### **Thurrock**

Contact the Multi Agency Safeguarding Hub (MASH)

You can phone, or write. If you believe it is urgent ring immediately:

Thurrock MASH  
Civic Offices  
New Road, Grays,  
Essex  
RM17 6SL  
01375 652802



Thurrock Council Emergency Duty Team (for out of hours)

01375 372468

Escalation and dispute procedures can be found at:

<https://www.thurrocklscp.org.uk/lscp/professionals/set-procedures>

### **Essex**

Contact Children's Social Care

If a child or young person is in immediate danger, call 999.

If you're worried that a child is being abused or neglected, call us on 0345 603 7627.

Out of hours or bank holidays, call the emergency duty team on 0345 606 1212.

Escalation and dispute procedures can be found at:

<https://www.escb.co.uk/media/2086/set-procedures-oct-2019-updated-southend-logo.pdf>

### **Newham**

If you are worried that a child you know is at risk of serious harm through abuse or neglect, you should tell us. However if you think a child is in immediate danger, phone the police immediately on 999.

Make a request online at  
<https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=7>

You should explain exactly what you have seen or been told. If you can, you should write down dates, injuries you have seen and/ or the exact words you have heard.

If you want to speak to us about your request or make an anonymous request, call us on:

020 3373 4600 during office hours (Monday to Thursday, 9am to 5.15pm or Friday 9am to 5.00pm)

020 8430 2000 at any other time.

What happens next?

Children's MASH Service will receive your form or phone call. The service includes representatives from our Children's Social Care, Adult Social Care, Early Intervention, Community Health, Housing, Hestia, Education, Probation and Youth Offending Teams and Newham Police. Each team will check what information they hold about the child and family to make a decision together about which team should respond to your worries.

We will make this decision in at least:

- one working day if we think a child is in need of our protection or
- within four working days in all other cases

We will notify you of the outcome of your referral at least within four working days of receiving the referral. 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.

# Appendix D

## **CONTACTS AND USEFUL INFORMATION**

<b>CAF</b> <a href="mailto:CAF Duty@redbridge.gov.uk">CAF Duty@redbridge.gov.uk</a> <a href="mailto:CAF Admin@redbridge.gov.uk">CAF Admin@redbridge.gov.uk</a>	<b>020 8708 2611</b>
<b>Child Protection &amp; Assessment Team</b> <a href="mailto:CPAT.referrals@redbridge.gov.uk">CPAT.referrals@redbridge.gov.uk</a>	<b>020 8708 3885</b>
<b>Children Missing from Education</b> <a href="mailto:cme@redbridge.gov.uk">cme@redbridge.gov.uk</a>	<b>020 8708 6047 / 86029</b>
<b>Children with Disabilities Team</b> <a href="mailto:CPAT.referrals@redbridge.gov.uk">CPAT.referrals@redbridge.gov.uk</a>	<b>020 8708 6092</b>
<b>Children's Services Complaints</b> <a href="mailto:ChildrensComplaints@redbridge.gov.uk">ChildrensComplaints@redbridge.gov.uk</a>	<b>020 8708 5174</b>
<b>Emergency Duty Team (Out of Hours)</b>	<b>020 8708 5897</b>
<b>Families Together Hub</b> <a href="mailto:Early.Intervention@redbridge.gov.uk">Early.Intervention@redbridge.gov.uk</a>	<b>020 8708 2611</b>
<b>Local Authority Designated Officer</b>	<b>020 8708 5350</b>
<b>Redbridge Safeguarding Children Board</b> <a href="mailto:RSCB@redbridge.gov.uk">RSCB@redbridge.gov.uk</a>	<b>020 8708 5282</b>
<b>NSPCC Helpline</b>	<b>080 8800 5000</b>
<b>Childline</b>	<b>0800 1111</b>

### **Weblinks:**

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

### **Ofsted**

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>

### **Redbridge SCP**

#### **Worried about a Child?**

<https://www.redbridgescp.org.uk/wp-content/uploads/2015/09/Redbridge-SCP-Multi-Agency-Thresholds-Documents-September-2018-Final.pdf>

#### **Escalation and Resolution Policy**

<https://www.redbridgescp.org.uk/wp-content/uploads/2019/06/Redbridge-LSCB-Escalation-and-Resolution-Policy-3rd-Edition-May-2019-Final.pdf>

[Redbridge LSCB Multi-agency threshold guidance](#)

[Are you worried about a child in Redbridge](#)

[Neglect Toolkit for assisting the identification of child neglect \(Redbridge LSCB September 2014\)](#)

[Child Neglect Toolkit Checklist \(Redbridge LSCB\)](#)

### **Keeping children safe online**

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

[www.thinkuknow.co.uk](#)

[www.disrespectnobody.co.uk](#)

[www.saferinternet.org.uk](#)

[www.internetmatters.org](#)

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

[www.pshe-association.org.uk](#)

[educateagainsthate.com](#)

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

[www.ceop.gov.uk](#)

[www.anti-bullyingalliance.org](#)

[www.childline.org.uk](#)

[www.nspcc.org.uk](#)

# Appendix E

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

- Anti-bullying or peer on peer abuse policy
- Administration of medicines policy
- Attendance policy
- Behaviour policy\*
- Central record of recruitment and vetting checks\*
- Children missing from education policy and procedures\*
- Complaints procedure statement\*
- Data protection policy\*
- Drug and alcohol education policy
- Early Years Foundation Stage policy\* (including safeguarding and welfare)
- On-line safety policy
- Equalities information and objectives (public sector equality duty) statement\*
- First Aid policy\*
- Freedom of information policy\*
- Health and safety policy\* and risk assessments
- ICT acceptable use policy
- Keeping records of child protection and welfare concerns protocols
- Offsite activities and educational visits policy and risk assessments
- Pastoral care policy
- Physical education and sports guidance
- Positive handling and use of reasonable force policy
- Premises inspection checklist
- Prevention of radicalisation, extremism and terrorism
- Personal, social and health education policy
- Pupil images policy
- Recruitment and selection policy and procedures
- Register of pupils' attendance\*
- Remote learning policy
- Safer recruitment policy
- Sex\*(and relationship education) policy
- Sexual Violence and Sexual harassment policy
- Special educational needs and disabilities policy\*
- Spiritual, moral, social and cultural development policy
- Staff code of conduct/behaviour policy\* - including Acceptable use of technologies, staff/pupils' relationships and use of social media)
- Staff discipline, conduct and grievance (procedures for addressing) \*
- Statement of procedures for dealing with allegations of abuse against staff\*
- Supporting pupils with medical conditions\*
- Teachers' standards, Department for Education guidance available on GOV.UK website
- Whistleblowing procedures\*
- Work experience handbook
- 

*\*Statutory policy (Statutory policies for schools September 2014*

# Appendix F



# Ilford County High School

## Child protection and safeguarding: COVID-19 addendum

(Autumn 2020)

This Policy was created in April 2020 as a COVID-19 addendum to the ICHS Child Protection Policy. It was updated again in June 2020 and added as an annex to the whole school policy in October 2020 as a basis for any future lockdown scenario.	
The adoption of this model was approved by the Governing Body on:	
Signed by the Chair of Governing Body:	
Next review date for this policy:	



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### Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mr G Streatfield	<a href="mailto:g.streatfield@ichs.org.uk">g.streatfield@ichs.org.uk</a>
Deputy DSL	Mr J Kelly	<a href="mailto:j.kelly@ichs.org.uk">j.kelly@ichs.org.uk</a>
Other contactable DSL trained staff	Mrs R Drysdale Mrs M Foucher Mrs A Crombie Miss K Thompson Mr V Murdock Mr J Smith Miss C Warnock Mrs N Wray Mrs M Grout	<a href="mailto:r.drysdale@ichs.org.uk">r.drysdale@ichs.org.uk</a> <a href="mailto:m.foucher@ichs.org.uk">m.foucher@ichs.org.uk</a> <a href="mailto:a.crombie@ichs.org.uk">a.crombie@ichs.org.uk</a> <a href="mailto:k.thompson@ichs.org.uk">k.thompson@ichs.org.uk</a> <a href="mailto:v.murdock@ichs.org.uk">v.murdock@ichs.org.uk</a> <a href="mailto:j.smith@ichs.org.uk">j.smith@ichs.org.uk</a> <a href="mailto:c.warnock@ichs.org.uk">c.warnock@ichs.org.uk</a> <a href="mailto:n.wray@ichs.org.uk">n.wray@ichs.org.uk</a> <a href="mailto:m.grout@ichs.org.uk">m.grout@ichs.org.uk</a>
Designated member of senior leadership team if DSL (or deputy) can't be on site	SLT member who is leading the in school duty on that day. This will be the DSL/deputies, Mrs Drysdale or Mrs Crombie	0208 551 6496
Headteacher	Mrs R Drysdale	<a href="mailto:r.drysdale@ichs.org.uk">r.drysdale@ichs.org.uk</a>

ROLE	NAME	CONTACT DETAILS
Local Authority Designated Officer (LADO)	Helen Curtis  In Helen's absence contact Sue Bendon for guidance with vulnerable students	020 8708 5350 or <a href="mailto:lado@redbridge.gov.uk">lado@redbridge.gov.uk</a>  <a href="mailto:sue.bendon@redbridge.gov.uk">sue.bendon@redbridge.gov.uk</a>
Chair of Governors	Mr M Pedro	Contact via Norma Wray or the school office  <a href="mailto:n.wray@ichs.org.uk">n.wray@ichs.org.uk</a>

### 1. Scope and definitions

This interim guidance has been developed as a response to Government's guidance, however, please be aware this could be subject to change as legislation develops. Please make sure you have the latest version of this document. There have been significant changes within our setting in response to the outbreak of Covid-19. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation. However, as of Monday 1<sup>st</sup> June 2020 schools will be extending their opening to include all pupils in nursery, reception, year 1 and year 6, alongside priority groups (vulnerable children and the children of critical workers). For ICHS, the return to some face-to-face contact for year 10 and year 12 students will be phased in from the Monday 15<sup>th</sup> June 2020 dependent on government guidance and safety measures being put in place. Eligible children should be offered a place in line with DfE guidance as part of any phased return. For more information:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Despite the changes, the school's Child Protection Policy is fundamentally the same: children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.

This addendum sets out some of the adjustments we are making in line with the changed arrangements in school and following advice from government and local agencies. The Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), should be read in conjunction with this policy.

Any updates from the 3 safeguarding partners including information on changes in arrangements for CP Conferences and Looked After Reviews can be found here:

<https://www.redbridgescp.org.uk/>

The school is currently only open for students who have parents that are "Key Workers" or those students deemed to be "Vulnerable Children".

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

The school have undertaken a scoping exercise to identify the most vulnerable children based on the DfE's definition as noted above.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed by the school who will follow the relevant guidance from the DfE and the local authority. Parents will be contacted, and consulted with, to decide whether they need to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home. As a school, we also want to support other children who are vulnerable where we are able to do so. Eligibility for free school meals may be one factor in assessing vulnerability but we will also use the collective professional knowledge from our pastoral and child protection teams to determine those students who will require more comprehensive monitoring and support.

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first;
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately;
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for ICBS arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children; and
- Children should continue to be protected when they are online.

## 3. Reporting concerns

The school arrangements continue in line with our Child Protection Policy.

The Designated Safeguarding Lead is: Mr G Streatfield and he can be contacted by e-mail: [g.streatfield@ichs.org.uk](mailto:g.streatfield@ichs.org.uk) or by telephone: 0208 551 6496.

The Deputy DSL is Mr J Kelly and He can be contacted by e-mail: [j.kelly@ichs.org.uk](mailto:j.kelly@ichs.org.uk) or by telephone: 0208 551 6496.

The school's approach ensures the DSL, a deputy or an appropriately trained colleague is always on site while the school is open. All members of the Senior Leadership Team have been trained to DSL standard and are aware that they will be acting in an "on-site safeguarding lead" role on their duty day. They all hold direct contact details for the DSL and Deputy DSLs. Please see section 4 for more details.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

There has been a slight reduction to MASH referrals during lockdown so we anticipate that as children return we may see an increase in MASH referrals. Children's services may be affected by an increased demand for services. We will discuss any referrals that we are unsure of with the MASH team/Safeguarding lead before sending to ensure that urgent referrals are dealt with promptly. We will also ensure that referring staff have checked the thresholds document:

<https://www.redbridgescp.org.uk/wp-content/uploads/2015/09/Redbridge-LSCB-Multi-Agency-Thresholds-Documents-September-2018-Final.pdf>

For staff with access to ClassCharts this means selecting the student and choosing the safeguarding tab. The online form that pops up can be used to log concerns. For staff without ClassCharts access, the concerns should be shared with the SLT member on duty for the day and e-mailed to [g.streatfield@ichs.org.uk](mailto:g.streatfield@ichs.org.uk), copying in [j.kelly@ichs.org.uk](mailto:j.kelly@ichs.org.uk)

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting the various children's services teams, across the borough's our students reside in, are listed on the next few pages.

### **Redbridge**

If you have concerns about a child's welfare or suspect that a child is being neglected or abused, please telephone Redbridge Council on:

020 8708 3885 from 9.00am to 5.00pm

020 8708 5897 (after 5.00pm and weekends)

Alternatively, you may complete and submit a LBR Multi Agency Referral Form (MARF) Template to [CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk)

For immediate help ring the police on 999.

Should a child in the school's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure, available here:

<https://www.redbridgescp.org.uk/professionals/what-should-you-do-when-there-is-a-professional-disagreement-about-a-child/>

### **Waltham Forest**

Worried about a child?

If you feel that a child or young person is at immediate risk of harm please call the police on 999 who can provide an immediate response. Alternatively, you can contact your local police on 101 at any time. If you don't believe the risk requires immediate action, contact the Waltham Forest Multi Agency Safeguarding Hub (MASH) team to discuss your concerns:

020 8496 2310 (Monday to Thursday 9am-5.15pm, Friday 9am-5pm)

020 8496 3000 (out of hours)

A social worker from the MASH team will speak to you. He/she will need to get as much information as possible about the child and the family.

Escalation and dispute procedures can be found at:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=HztREMmHJlg>

### **Barking and Dagenham**

If you have concerns that a child is experiencing abuse or neglect you have a duty to take action.

Telephone consultation with the MASH (Multi Agency Safeguarding Hub)

Before you make an online referral to us, please phone us for a discussion. We will advise you whether you should report a serious concern about a child or ask for early help instead.

MASH team from 9am to 4:45pm, Monday to Friday

020 8227 3811

Out of hours duty team from 4:45pm to 9am, Monday to Friday, weekends and bank holidays

020 8594 8356

Escalation and dispute procedures can be found at:

<https://bdscb.org/professionals/local-protocols/>

### **Havering**

The safety and welfare of children - or child protection - is everybody's business. You could be a neighbour, friend, parent, relative, child-minder, teacher, doctor or working for any organisation which has contact with children and young people. In an emergency please dial 999. Otherwise you can contact the Child Protection Team:

Monday to Friday (9am to 5pm) - 01708 433222

Out of hours/weekends - 01708 433999

You can also make a referral online using the link at:

[https://www.havering.gov.uk/info/20083/safeguarding\\_children/412/report\\_a\\_concern\\_with\\_a\\_child](https://www.havering.gov.uk/info/20083/safeguarding_children/412/report_a_concern_with_a_child) or use the document based referral form and email it to [tmash@havering.gov.uk](mailto:tmash@havering.gov.uk)

Escalation and dispute procedures can be found at:

[https://www.havering.gov.uk/downloads/20083/safeguarding\\_children](https://www.havering.gov.uk/downloads/20083/safeguarding_children)

### **Thurrock**

Contact the Multi Agency Safeguarding Hub (MASH)

You can phone, or write. If you believe it is urgent ring immediately:

Thurrock MASH  
Civic Offices  
New Road, Grays,  
Essex  
RM17 6SL

01375 652802

Thurrock Council Emergency Duty Team (for out of hours)

01375 372468

Escalation and dispute procedures can be found at:

<https://www.thurrocklsc.org.uk/lscp/professionals/set-procedures>

### **Essex**

Contact Children's Social Care

If a child or young person is in immediate danger, call 999.

If you're worried that a child is being abused or neglected, call us on 0345 603 7627.

Out of hours or bank holidays, call the emergency duty team on 0345 606 1212.

Escalation and dispute procedures can be found at:

<https://www.escb.co.uk/media/2086/set-procedures-oct-2019-updated-southend-logo.pdf>

### **Newham**

If you are worried that a child you know is at risk of serious harm through abuse or neglect, you should tell us. However if you think a child is in immediate danger, phone the police immediately on 999.

Make a request online at

<https://families.newham.gov.uk/kb5/newham/directory/family.page?familychannel=7>

You should explain exactly what you have seen or been told. If you can, you should write down dates, injuries you have seen and/ or the exact words you have heard.

If you want to speak to us about your request or make an anonymous request, call us on:

020 3373 4600 during office hours (Monday to Thursday, 9am to 5.15pm or Friday 9am to 5.00pm)

020 8430 2000 at any other time.

What happens next?

Children's MASH Service will receive your form or phone call. The service includes representatives from our Children's Social Care, Adult Social Care, Early Intervention, Community Health, Housing, Hestia, Education, Probation and Youth Offending Teams and Newham Police. Each team will check what information they hold about the child and family to make a decision together about which team should respond to your worries.

We will make this decision in at least:

- one working day if we think a child is in need of our protection or
- within four working days in all other cases

We will notify you of the outcome of your referral at least within four working days of receiving the referral.

#### 4. DSL (and deputy) arrangements

We aim to have the DSL, deputy DSL or SLT member, trained to DSL standard, on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed through a Headteacher daily e-mail briefing. Please call the school office on 0208 551 6496 to speak with the SLT member on duty for that particular day if you have a concern. The SLT member on duty is trained to DSL standard and will be able to put you in touch with the DSL or Deputy DSL. We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Record concerns about vulnerable students
- Provide essential safeguarding details to authorised external parties

#### 5. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

Concerns about vulnerable students should be emailed to Sue Bendon rather than the SW or the SW Team Manager (as some of them aren't in work), her email address is [sue.bendon@redbridge.gov.uk](mailto:sue.bendon@redbridge.gov.uk)

#### 6. Monitoring attendance

The school is following the attendance guidance issued by Government. Where a child is expected in school and does not arrive, the school will follow our attendance procedures and make contact with the family. If contact is not possible by 9:30am, the SLT member on site must be informed. The SLT member will inform the DSL and then attempt a range of methods to contact the parent (Skype, FaceTime, through a relative etc.). If contact is not established, the DSL will communicate and consult with the necessary external partners and arrange a home visit by either an Educational Welfare Officer (EWO) acting on behalf of the school or another appropriate agency (such as the police). A risk assessment will then be undertaken to consider managing the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.

In line with local authority guidance, we will record all pupils on the electronic registration system with a # code regardless of whether they are in school. We will use the spreadsheet provided by the Redbridge Research and Data Team to record the attendance of those pupils who we are expecting to attend school each day.

For those pupils not in attendance who are open to Social Care, either under the category of Child in Need or subject to a Child Protection plan we will email the names of these to Sue Bendon at [sue.bendon@redbridge.gov.uk](mailto:sue.bendon@redbridge.gov.uk). We will advise if we have managed to speak to the parent/carer and if so, we will give the reason provided by the parent for absence. Redbridge EWS will liaise with Social Care colleagues where necessary to decide on the next course of action. As we are a school that does not currently use Redbridge EWS, we will contact them on 0208 708 6020 or [ews@redbridge.gov.uk](mailto:ews@redbridge.gov.uk) to ensure that a consistent approach is adopted for a borough wide follow up of this vulnerable cohort.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details and additional contact details where possible. Our pastoral team will be in contact with our most vulnerable students and their families and will use our provisions system and internal tracking sheets to record the welfare checks. Our Educational Welfare Officer (EWO) will undertake home visits for our most vulnerable students and feedback, via e-mail, to our safeguarding team.

#### 7. Peer-on-peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When contacting these families our staff will ask about relationships between learners. We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

Any concerns in this area should be logged via ClassCharts and this will alert the DSL/Deputy DSLs. If a staff member does not have ClassCharts access they can e-mail [g.streatfield@ichs.org.uk](mailto:g.streatfield@ichs.org.uk), copying in [j.kelly@ichs.org.uk](mailto:j.kelly@ichs.org.uk)

Students are aware of the "Sharp system" and can report concerns through that mechanism. These concerns go into an e-mail box monitored by the DSL, Deputy DSLs and a safeguarding administrative assistant.

#### 8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately. These concerns should be reported to the Headteacher (Mrs Drysdale) by e-mail [r.drysdale@ichs.org.uk](mailto:r.drysdale@ichs.org.uk). Where necessary, Mrs Drysdale will liaise with the LADO to establish a protocol for investigating the concern. She will also update the Chair of Governors. If the concern raised involves the Headteacher then the reporting person needs to contact the school office on 0208 551 6496 or via e-mail through Mrs Wray [n.wray@ichs.org.uk](mailto:n.wray@ichs.org.uk) and request a return call from the Chair of Governors. They should NOT discuss the concern with the office staff or Mrs Wray. If the concern requires

immediate action to safeguard a young person then the LADO can be contacted directly on 020 8708 5350 or via [lado@redbridge.gov.uk](mailto:lado@redbridge.gov.uk) In the absence of the Headteacher please contact the DSL (Mr Streatfield) [g.streatfield@ichs.org.uk](mailto:g.streatfield@ichs.org.uk) who will follow the same protocols and inform the Headteacher at the earliest possible opportunity.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with Government guidance.

#### 9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. The safeguarding team have identified vulnerable students and spoken with parents to ensure that they are aware of our provision.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

#### 10. Safeguarding arrangements for specific groups

At the time of writing this addendum, we have put in place specific arrangements in respect of the following groups:

- Looked After Children – None currently on roll but we will liaise with the local authority and the Head of the Virtual school should this situation change.
- Previously Looked After Children – None currently on roll but we will liaise with the local authority and the Head of the Virtual school should this situation change.
- Children subject to a Child Protection Plan – None currently on roll but we will liaise with the local authority, social services and social workers should this situation change. A place in school will be allocated and the student will be expected to attend. The DSL/Deputies and Director of Student Development will actively monitor the case and engage in any welfare meetings following appropriate social distancing protocols.
- Children who have, or have previously had, a social worker – One currently on roll but engaged in a managed move. The social worker is aware of this situation and the host school are setting work and monitoring welfare. Mr Kelly (Assistant Headteacher) is a named contact for the host school and the social worker. Students previously allocated a social worker have been risk assessed as part of our scoping exercise and, where appropriate, will be monitored through Educational Welfare Officer (EWO) home visits and Director of Student Development welfare calls. External agency support is happening by remote communication where possible and confirmation of these sessions is fed back to the pastoral/safeguarding teams. A school place can be made available to this group should the risk level increase and attendance will be required if the EWO, teachers, parents, external agencies or Director of Student Development communicate concerns to the DSL/Deputies.
- Children with an EHCP – Risk assessments have been completed and shared with the local authority. Parents have spoken with the school and regular contact is being maintained by the SENCO and by the LSA team. External agency support is happening by remote communication where possible and confirmation of these sessions is fed back to the pastoral/safeguarding teams. A school place can be made available to this group should the risk level increase and attendance will be required if the SENCO, teachers, LSA team, parents or external agencies communicate concerns to the DSL/Deputies.
- Children on the edge of social care involvement or pending allocation of a social worker – The school has a small number of students that are being assessed by social services at any one time. We continue to liaise with the local authority, social services and social workers to ensure that the required additional support is put in place. The DSL/Deputies and Director of Student Development will actively monitor these cases and engage in any welfare meetings following appropriate social distancing protocols. Students in this group will have been part of the scoping exercise and, where appropriate, will be monitored through Educational Welfare Officer (EWO) home visits and Director of Student



Development welfare calls. External agency support is happening by remote communication where possible and confirmation of these sessions is fed back to the pastoral/safeguarding teams. A school place can be made available to this group should the risk level increase and attendance will be required if the EWO, teachers, parents, external agencies or Director of Student Development communicate concerns to the DSL/Deputies.

- Other children the school considers vulnerable - Students in this group will have been part of the scoping exercise and, where appropriate, will be monitored through Educational Welfare Officer (EWO) home visits and Director of Student Development welfare calls. A school place can be made available to this group should the risk level increase and attendance will be required if the EWO, teachers, parents, external agencies or Director of Student Development communicate concerns to the DSL/Deputies.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of key workers who may attend school – Parents have been informed of the school's provision (8:45 to 3:15 supervision, Monday to Friday) and are aware that they can inform the school of their intention to send their son into school if they require this support. A central list is held of parents that have indicated they are in this group. Monitoring phone calls by the admin team are made if a student is expected in and does not attend. The outcomes of the call are then communicated to the SLT member who is in school and acting as duty lead. Arrangements are flexible to allow for changing parental circumstances.
- Children at home – This group forms the largest body of students. Work is being set for every lesson and is posted on our ClassCharts platform. Teaching staff are monitoring work set and the submission of completed tasks from students. Staff and students are using e-mail communication where necessary and concerns can be raised through our usual systems. Students and parents have e-mail contact addresses to raise issues should they have concerns and the "Sharp" reporting system is still up and running. Staff can contact the pastoral team via e-mail or make safeguarding referrals using the usual ClassCharts process.

Alongside the day-to-day monitoring that is in place, the pastoral and safeguarding teams are reviewing our vulnerable students on a regular basis. The review periods range from weekly (for those at greatest risk), fortnightly (for those with significant concerns), to monthly for those who are vulnerable and need additional support.

### 11. Online safety

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school. In addition:

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium
- ICT responsible use documentation/expectations have been shared with parents/students
- Staff have read the 20 safeguarding considerations for livestreaming prior to delivering any livestreamed sessions

### In school

We will continue to have appropriate filtering and monitoring systems in place in school. If our own IT staff are unavailable, our contingency plan is to use remote support from an established IT service provider.

### Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct and our IT acceptable use policy. Audio calls from home have been restricted to the Senior Leadership Team and key pastoral staff who will protect their own contact details and centrally log each call as soon as possible after it has been made.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum. We will make sure children know how to report any concerns they have back to our school and signpost them to other sources of support too. The “Sharp system” will remain active during any period of school closure.

Staff are aware of their responsibilities, as professionals, and reminded that boundaries should not slip during this exceptional period. The school’s code of conduct remains in place and it is important to use approved school systems to communicate with children and their families. Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

Online teaching may be trialed by staff and should follow the same principles as set out in the code of conduct. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The list below provide some points to consider when delivering virtual lessons, especially where webcams are involved:

- **NO** 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred wherever possible or devices positioned to allow a plain backdrop e.g. a painted/papered wall.
- The live class should not be recorded by students. Some sessions may be recorded by staff so that if any issues were to arise, the video can be reviewed.
- All lessons will have a second adult invited to attend so “drop ins” act can act as a mechanism to safeguard those present.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms the school approves to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

### **Working with parents and carers**

Parents and carers have been sent information about keeping children safe online with peers, the school, other education services they may access and the wider internet community.

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who is interacting with them from our school. This information will be shared transparently through our ClassCharts system where the calendar function is open to all at <https://www.ichs.org.uk/classcharts>
- In addition, key information will be distributed via e-mail in the form of Group Call updates and parental newsletters and key materials will be shared at [www.ichs.org.uk/covi-19](http://www.ichs.org.uk/covi-19)
- Know where else they can go for support to keep their children safe online

The following links have been shared with parents:

- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carers

## 12. Mental health

The pressures on children and their families now are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. The school recognises that student and parental perceptions and expectations on the work being set will differ. When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both the children's and adults' mental health. We acknowledge that adapting to new routines will be a learning process for both staff and students.

The SLT will review feedback received from stakeholders and apply a "best fit" approach in difficult circumstances. Heads of House will be contactable, by e-mail, to pick up individual cases and share key information across teachers using the "robins" system. Examples of this could include sharing a message that a student is ill or informing teachers that a laptop is in for repair and deadlines may be missed. Staff will be aware of the mental health of both the child and their parents or carers, informing the DSL about any concerns via the ClassCharts reporting system.

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Some of our service providers are happy to operate remotely to continue support. We have advised parents where this is happening and stated that students should always be working in an area where an adult can monitor their activity. We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

The coronavirus outbreak may have caused significant mental health or wellbeing difficulties for some children. It is important to recognise that while 'getting back to normal' is important and will be reassuring for many, school staff will need to consider how to support:

- individual children who have found the long period at home hard to manage
- those who have developed anxieties related to the virus
- those about whom there are safeguarding concerns
- those who may make safeguarding disclosures once they are back in schools

Some children may also have experienced bereavements in their immediate family or wider circle of friends or family or had increased/new caring responsibilities. All children will have missed the routine of school, seeing their friends, and being supported by their teachers and other adults in the school.

The school have sent a wellbeing pack out (electronically) to every family and to all of our staff, which provides a combination of advice, fitness tips, activities and signposts to apps and services that can support with mental health. Additional information on online safety and wellbeing has been shared via the Covid-19 page on our website.

## 13. Staff recruitment, training and induction

### **Recruiting new staff and volunteers**

New starters must have an induction before starting or on their first morning with the DSL or a Deputy. They must read the Child Protection Policy, the Behaviour Policy, the Whistleblowing Policy and the Code of Conduct. The DSL or Deputy will ensure that new recruits know who to contact if they are worried about a child and ensure that they are familiar with the child protection procedures.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers;
- they have read Part I and Annex A of Keeping Children Safe in Education;
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

New staff will be expected to complete and pass the safeguarding modules provided by “The Key” in their online safeguarding centre. Links will be shared with new staff in advance of their start date or, if this is not possible, on their first day in school.

#### **Our child protection procedures hold strong:**

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance
- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept, by the Business Manager and/or Headteachers PA, of who is working in the school each day.

#### 14. Children attending other settings

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely before the child begins at our school and a call made from the DSL or a Deputy to the placing school’s DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system and will be securely copied to the placing school DSL. These records will be securely returned to the placing school on completion of the child’s placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

#### 15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by Mr Streatfield (Deputy Headteacher/DSL) and Mrs Drysdale (Headteacher). After every review, the governing body will approve any changes.

#### 16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff behaviour policy/code of conduct
- IT acceptable use policy

- Health and safety policy
- Whistle-blowing policy
- Anti-bullying policy