

Governing Body's

Safeguarding and Child Protection 2020

(Aligned with Keeping Children Safe in Education September 2020)

'being the best that we can be'

CONTENTS

| | |
|-------------------|---|
| 1 | Introduction |
| 2 | Statutory framework & guidance |
| 3 | Role and Responsibilities: The Designated Safeguarding Lead |
| 4 | Responsibilities: The Governing Body <i>a. Concerns about a Staff Member Who May Pose a Risk of Harm to Children</i> |
| 5 | Responsibilities: The Co-Headteachers |
| 6 | Responsibilities: All staff <i>a. Concerns about a Staff Member Who May Pose a Risk of Harm to Children</i> <i>b. Dealing with a disclosure</i> <i>c. What Staff Should Do If They Have Concerns about Safeguarding Practices within School</i> |
| 7 | Responsibilities: The Local Authority |
| 8 | Indicators of abuse and neglect and specific safeguarding issues |
| 9 | Confidentiality, consent and information sharing |
| 10 | Communication with parents |
| 11 | Site security |
| Appendix 1 | Linked policies and procedures |
| Appendix 2 | School record of concern and body map |
| Appendix 3 | Daily Supply summary sheet |
| Appendix 4 | Redbridge LSCB multi-agency threshold guidance |
| Appendix 5 | Contacts and links |

Mayfield School

Co-Headteachers: Allison Greenwood and Lynn Campbell

| Named personnel with designated responsibility for child protection 2020 - 2021 | |
|--|--|
| Designated safeguarding lead | Antonia Edghill |
| Deputy designated safeguarding leads | Kathy McCaffery Aaron Marsham Diane Farrell |
| Designated governor for safeguarding & child protection | Colm Nolan |
| Chair of governors | David Backhouse |
| Local authority designated Officer (LADO) | Helen Curtis |
| Prevent Manager | Neil Lemon |

Policy review

This policy was reviewed and adopted at the Governing Body Meeting on 1st December 2020.

This policy is due for review in the Autumn Term 2021.

1. INTRODUCTION

Safeguarding is defined as protecting children¹ 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. Everyone who comes into contact with children and families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Child protection is part of the safeguarding process. It focuses on the arrangements to protect individual children identified as suffering or likely to suffer significant harm.

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

The aims of this policy are to:

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

All staff, volunteers and governors should know and understand this Safeguarding and Child Protection policy and their responsibility for implementing it. This will involve all staff and governors reading, at a minimum, Part One, Part Five 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.

¹ Children includes everyone under the age of 18

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

Mayfield ensures 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 posters on the school site so that contact details are always to hand and through assemblies.
- 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 maintain 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.
- 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. Work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations.
- 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
- maintain 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

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 Co-Headteachers, the designated safeguarding lead, the named governor for safeguarding and through staff performance measures.

Mission Statement

In delivering our safeguarding duties, 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 posters on the school site so that contact details are always to hand and through assemblies.
- 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 maintain 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. Methods of training delivered to staff via online training, INSET days and staff briefings throughout the year.
- 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. work with parents to build an understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations.
- 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
- maintain 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

Covid-19

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 school has published an Operational Plan, which is a working document and regularly updated. The most recent version can be found on the school's website. [Operational Plan - 6 November 2020](#)

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

For further information, reference should be made to the school's Promoting Equal Opportunities Policy.

2. STATUTORY FRAMEWORK & GUIDANCE

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

- [The Children Act 1989](#)
- [The Children Act 2004](#) (section 10 and section 14B)
- [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](#)

[Keeping Children Safe in Education \(2020\)](#) includes the following substantive changes:

- within the guidance on peer on peer abuse, a reference to upskirting (a criminal offence);
- new paragraphs on the indicators that children are at risk from or involved with serious violent crime;
- the section on multi-agency working has been updated to reflect the new safeguarding partner arrangements;
- included in the paragraphs on Opportunities to teach safeguarding, references to the new requirements for Relationships Education (for all primary pupils), Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which are mandatory from September 2020; in part three, Safer recruitment, changes to the wording for overseas trained teachers whilst the guidance is being revised; and clarity regarding Section 128 checks for school governors.

3. ROLE AND RESPONSIBILITIES: 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.

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 designated safeguarding lead for child protection in this school is:

- **NAME: Mrs Antonia Edghill**

The deputy designated safeguarding leads for child protection in this school are:

- **NAME: Mr. Aaron Marsham, Mrs. Kathy McCaffery and Ms. Diane Farrell**

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

The Designated Teacher for Children Looked After is Mrs Antonia Edghill
edghilla@mayfieldschool.net

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 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 are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school may put in place to protect them.

Our deputy designated safeguarding lead is trained to the same standard as the lead 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 are aware of the fact that 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 SEND-Cos, are aware as required;
- consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

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

Summary of Procedures

Following a report from a member of staff, volunteer or visitor, the designated safeguarding lead will consider the level of need by applying the local thresholds for referral which Redbridge Safeguarding Children Board (RSCB) 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:

Redbridge CPAT (Child Protection and Assessment Team)

020 8708 3885

CPAT.referrals@redbridge.gov.uk.

Out of Hours Emergency Duty Team

020 8708 5897 Weekdays from 17:00 onwards and weekends

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

The designated safeguarding lead or deputy should confirm any referrals in writing via a multi-agency referral form (MARF). 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.redbridgescb.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.

4. RESPONSIBILITIES: 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 from 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.

The senior lead governor for safeguarding and child protection is:

NAME: Mr. Colm Nolan

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

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

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 with regard to information sharing is set out in this policy on page 34 (including the seven golden rules for sharing information).

The governing body has taken into account:

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

Staff Training

- Ensuring that all 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, September on INSET days and throughout the year as appropriate.
- 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](#).

Our Online Safety Policy 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.

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](#) and the school’s [Safer Recruitment Policy](#)

4a. 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 with regard to 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 Co-Headteachers;
- Where there are concerns/allegations about the Co-Headteachers, these should be reported to the Chair of Governors

- The Co-Headteachers 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

020 8708 5350

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 ([Behaviour for Learning Policy](#)) which has taken account of advice for schools in [Use of Reasonable Force in Schools](#).

Homestay during exchange visits

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

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

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

Peer on peer abuse

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 \(2020\)](#)

5. RESPONSIBILITIES: THE CO-HEADTEACHERS

The Co-Headteachers 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 Co-Headteachers will ensure that all staff read at least [Part one, Part five and Annex A of Keeping Children Safe in Education \(2020\)](#)

The Co-Headteachers 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 Co-Headteachers and external auditors.

The Co-Headteachers will quality assure the effectiveness of the designated safeguarding lead in all aspects of their role (as defined in this policy). The Co-Headteachers will also ensure that provision for the early years meets the specific safeguarding requirements described in the [Statutory Framework for the Early Years Foundation Stage](#) (April 2017) pages 16–20.

The Co-Headteachers 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 or not arrangements for safeguarding children and learners are effective. In our school in relation to self-evaluation of safeguarding we will take account of [Inspecting Safeguarding in Early Years, Education and Skills Settings](#) and the [School Inspection Handbook](#).

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

- publish the names and contact details for the designated safeguarding lead/s and any deputy designated safeguarding leads;
- as part of the induction programme for all new members of staff, including newly-qualified teachers, provide safeguarding and child protection training. Staff new to the school, like their established colleagues, will be expected to read and understand [Keeping Children Safe in Education \(2020\) Part One, Part 5 and Annex A](#) 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 Co Co-Headteachers.

The Co-Headteachers 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

6. RESPONSIBILITIES: ALL STAFF

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

All staff have a responsibility to provide a safe environment in which children can learn. [The Teachers' Standards 2012](#) state that teachers (which includes Co-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.

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.

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

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

Advice and support

Every school should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The designated safeguarding lead (or deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care 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 **Section 8** 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.

All staff should be aware that children can abuse other children (often referred to as **peer on peer abuse**).

6a. 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.

Record Keeping

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

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

- make brief notes immediately after the conversation;
- make a complete and formal record as soon as possible afterwards. Use the school record of concern on CPOMS software or on sheet for daily supply (The form is provided in pack , Sept20RecordingForm for Safeguarding and in Appendix 2);
- not destroy the original notes in case they are needed by a court;
- record the dates and times of your observations;

- record the date, time, place and any noticeable non-verbal behaviour and the actual words used by the child or any discussions you were involved in;
- record explanations given by the child / adult;
- draw a diagram to indicate the position of any injuries;
- record statements and observations rather than interpretations or assumptions;
- sign and date the record.

Report and submit records to the safeguarding team immediately.

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

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

Currently the internal reporting process part hard copy or email and stored securely on the network in the safeguarding folder. From 28th October 2019, the safeguarding team began to change the reporting process all to be electronically using CPOMS software.

Options will then include:

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

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

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

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.

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](#)

6b. Dealing with a disclosure

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 have 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
- **Pass on the information** to the designated safeguarding lead without delay
- **Consider seeking support for yourself** and discuss this with the designated safeguarding lead – dealing with a disclosure can be distressing

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

Early Help

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

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

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

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

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

Statutory Assessments

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

Referrals should follow the LB Redbridge process.

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

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 here: [Contextual Safeguarding](#)

6c. 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.

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

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

A clear reporting procedure is in place for children, parents and other people to report concerns or complaints, including abusive or poor or unsafe practice and potential failures in the school's safeguarding regime. All staff should be familiar with the school's Whistleblowing Policy [Whistleblowing Policy](#)

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
- 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

7. RESPONSIBILITIES: THE LOCAL AUTHORITY

Children in Need

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

Children Suffering or Likely to Suffer Significant Harm

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

What will LB Redbridge Social Care Do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and 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.

8. INDICATORS OF ABUSE AND NEGLECT

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

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

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

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

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

Child Exploitation: 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.

Honour based abuse - 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. **FGM:** 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](#)

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.

Peer-on-Peer abuse

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

Mental Health

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.

Domestic Abuse

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

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.

9. 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.

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 1998 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. 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.' "[Data protection: toolkit for schools](#)", supports schools with data protection activity, including compliance with GDPR.

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, 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 SEND-Cos 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 have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and 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 school has joined Operation Encompass and entered into an information sharing agreement with the Metropolitan 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 living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
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.

10. COMMUNICATION WITH PARENTS

- 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.

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.

11. 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.

APPENDIX 1: LINKED POLICIES AND PROCEDURES

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

- Anti-bullying 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)
- Online 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
- Personal, social and health education policy
- Physical education and sports guidance
- Positive handling and use of reasonable force policy
- Premises inspection checklist
- Prevention of radicalisation, extremism and terrorism
- Promoting Equal Opportunities
- Pupil images policy
- Recruitment and selection policy and procedures
- Register of pupils' attendance*
- Safer recruitment policy
- Sex*(and relationship education) 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 2: RECORD OF CONCERN



Mayfield School
being the best that we can be

Recording Form for Safeguarding / Wellbeing Concerns

Staff, volunteers and regular visitors are required to complete this form and pass it to **Antonia Edghill, Kathy McCaffery, Diane Farrell, Aaron Marsham or another member of SLT** if they have a safeguarding concern about a child in our school.

| | | | |
|--------------------|---------------|------------------|----------------------------------|
| Full name of child | Date of Birth | Tutor/Form group | Your name and position in school |
| | | | |

Nature of concern/disclosure

Please include where you were when the child made a disclosure, what you saw, who else was there, what did the child say or do and what you said.

Was there an injury? Yes / No

Did you see it? Yes / No

Describe the injury:

Was anyone else with you? Who?

Has this happened before?

Did you report the previous incident?

Who are you passing this information to?

Name:

Position:

Your signature:

Time:

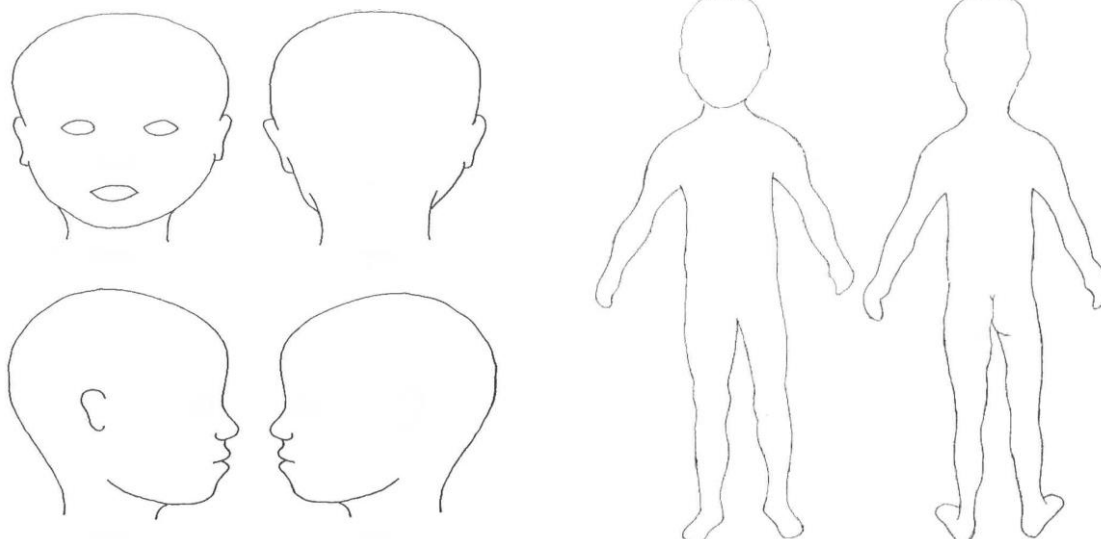
Date:

| | |
|--|--|
| Feedback given to member of staff reporting concern: | Information shared with any other staff? If so, what information was shared and what was the rationale for this? |
| | |

Checklist for DSL and DDSL (to be printed on back of record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay?
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries?

[Body Maps to be on the back of the concern forms]



APPENDIX 3: DAILY SUPPLY TEACHER SUMMARY SHEET



Daily Supply Teacher Summary Sheet

Thank you so much for working today at Mayfield. To follow the Keeping Children Safe in Education (KCSIE 2020) guidelines, please could you report if any child displayed any behaviours or disclosures any safeguarding concerns throughout your day.

Please could you leave a short comment on each lesson and if no comment is required then tick to confirm that you have acknowledge this.

| | Comment | Tick to confirm |
|--|----------------|------------------------|
| Lesson 1 | | |
| Lesson 2 | | |
| Lesson 3 | | |
| Lesson 4 | | |
| Lesson 5 | | |
| <i>Any additional comments to declare:</i> | | |

Print name:

Date:.....

Signed:.....

Please return this back at Main Reception at the end of your working day.

APPENDIX 4: REDBRIDGE RSCB MULTI-AGENCY THRESHOLD GUIDANCE

[Redbridge RSCB 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 \(Redbridge RSCB\)](#)

APPENDIX 5: CONTACTS AND LINKS

| | |
|---|--|
| CAF | 020 8708 2611 CAF Duty@redbridge.gov.uk CAF Admin@redbridge.gov.uk |
| Child Protection & Assessment Team | 020 8708 3885 CPAT.Referrals@redbridge.gov.uk |
| Children Missing from Education | 020 8708 6047 / 86029 cme@redbridge.gov.uk |
| Children with Disabilities Team | 020 8708 6092 Admin.CWDT@redbridge.gov.uk |
| Children's Services Complaints | 0208 8708 5174 ChildrensComplaints@redbridge.gov.uk |
| Families Together Hub | 020 8708 2611 Early.Intervention@redbridge.gov.uk |
| Emergency Duty Team EDT (Out of hours: after 5pm & weekends) | 020 8708 5897 |
| Local Authority Designated Officer | 020 8708 5350 lado@redbridge.gov.uk |

Local Safeguarding Children Board

020 8708 5282

LSCB@redbridge.gov.uk

Web-links:

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 RSCB Worried about a Child? <http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/LSCB-MA-Threshold-Summary-Document-2016-Final.pdf>
<http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/Redbridge-LSCB-Multi-Agency-Thresholds-Document-September-2018-Final.pdf>

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

Department for Education

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