

## **SAFEGUARDING AND CHILD PROTECTION POLICY**

***(Aligned with Keeping Children Safe in Education September 2025)***

<b>Named personnel with designated responsibilities for Safeguarding and Child Protection 2025 - 26</b>	
<b>Headteacher</b>	Mr Remo Iafrate
<b>Designated Safeguarding Lead (DSL)</b>	Ms Antonia Douglas
<b>Deputy Designated Safeguarding Leads (DDSLs)</b>	Mr Jon Cullenboodhoo Ms Lucy McLean Mrs Kathy McCaffery Miss Timea Richards
<b>Designated Governor for Safeguarding &amp; Child Protection</b>	Mr Colm Nolan
<b>Chair of Governors</b>	Mr Colm Nolan

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## 1. Introduction

The school is committed to a strong culture of safeguarding, ensuring that all staff embrace the concept of *'it could happen here'* and that they recognise that safeguarding is everyone's responsibility.

This policy is to ensure that the school has correct procedures in place to safeguard all children and that staff know what to do if they are concerned about a child.

It is fully committed to creating a culture of vigilance. Everyone who works in and visits the school is expected to share this commitment. Staff, students and visitors are encouraged to report anything that concerns them. The school will always act in the best interest of the student.

Students are taught how to stay safe, including when online, and to recognise when they may be at risk. The school ensures students know how to get help when they need it. In line with the latest 'Working Together to Safeguard Children'; importance is placed on contextual safeguarding and considering risks in the local community when assessing students' safety.

This policy is for all school staff; members of staff who are paid, unpaid, permanent, (including those not directly employed by this school), volunteers and governors. Our policy and procedures also apply to extended school and off-site activities.

## 2. What is Safeguarding?

Safeguarding and promoting the welfare of children is the whole school's responsibility and is defined as

- protecting children from maltreatment, whether that is within or outside the home, including online.
- 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.

We believe:

- in providing help and support to meet the needs of children as soon as problems emerge
- children/young people have the right to be protected from harm, abuse, neglect and exploitation - inside or outside the home, including online.
- children/young people have the right to experience their optimum mental and physical health
- every child has the right to an education and children/young people need to be safe and to feel safe in school
- children/young people need support that matches their individual needs, including those who may have experienced abuse
- children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs
- our children/young people should be encouraged to respect each other's values and support each other

- children/young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs.

### 3. Diversity and Inclusion

The school will not unlawfully discriminate against students; it will consider how best to support students with protected characteristics and will take positive action, where proportionate, to deal with the disadvantages they face.

The Public Sector Equality Duty (PSED) [Guidance for schools on the Equality Act 2010](#) for education settings includes a need to be conscious that students with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures. What are protected characteristics?

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

The school will not unlawfully discriminate against students because of their protected characteristics and must consider how they will be supported; the school must take positive action, where proportionate, to deal with the disadvantages these students face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

The school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including, racist, misogynistic, homophobic, BI phobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views. [Guidance for schools on the Equality Act 2010](#)

[The Human Rights Act 1998](#) (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and Protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. Under the HRA, it is unlawful for schools to act in a way that is incompatible with the Convention.

### 4. What is abuse and how it should be addressed

Abuse as defined by [Keeping Children Safe in Education](#) is 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill-treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. Children may be abused by an adult or adults or by another child or children.

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

If staff have any concerns about a child's welfare, because of something heard or seen or a child makes a disclosure to a member of staff, it should be acted on immediately, using the following policy and procedures and you must always seek advice from the Designated

Safeguarding Lead (DSL). All concerns, discussion and decisions made and the reasons for them, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the DSL or DDSL

## **6. Professional Curiosity**

Professional curiosity is an important aspect of safeguarding. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of children who may need help or protection.

It involves trying to understand what is happening for a child and family by proactively exploring a situation, asking questions and maintaining an open mind rather than making assumptions or taking a single source of information and accepting it at face value. Potential concerns related to the well-being of children and young people should be fully explored.

### **6.1 Early Identification:**

By being curious and proactive, staff can identify signs of abuse, exploitation, or neglect early on. This allows for timely intervention and support. Practitioners gain a broader understanding of what's happening within families, considering various factors that may impact a child's safety and well-being. Professional curiosity helps assess potential risks comprehensively, ensuring that less obvious indicators of vulnerability or harm are not overlooked

### **6.2 Being ready to talk about abuse**

Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

### **6.3 Disclosures**

All staff have been trained to know what to do if a child tells them s/he is being abused or neglected. Staff 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.

All staff should reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

If a child discloses that he or she has been abused in some way, the member of staff or volunteer follows these ideas from the NSPCC or the school's policy

### **6.4 Show you care, help them open up**

Give your full attention to the child or young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings

are important. Phrases such as 'you've shown such courage today' help.  
*Take your time, slow down*

Respect pauses and don't interrupt the child – let them go at their own pace. Recognise and respond to their body language and remember it may take several conversations for them to share what's happened.

*Show you understand, reflect back*

Make it clear you're interested in what the child is telling you. Reflect what they've said to check your understanding – and use their language to show it's their experience.

All concerns, discussion and decisions, including the reasons, should be recorded in writing on CPOMS or visitors on the form given to them on arrival. If in doubt about the recording requirements, staff should discuss it with the DSL or Deputy DSL.

Staff will provide first-hand a summary of their concern or detail of a disclosure they have received.

They will use professional language and try to capture the incident as it took place or as it was described to them. They will report all concerns in a timely fashion. The safeguarding team will ensure that any action taken, or outcome is accurately recorded in line with good record-keeping guidance which should follow:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved, and
- a note of any action taken, decisions reached and the outcome.

Staff who have a concern about a student's welfare or have a student make a disclosure to them, should act immediately in accordance with this policy. In those circumstances staff must **always** seek advice from the DSL or Deputy DSLs. If the DSL and Deputy DSLs are not available, staff should consider speaking to another member of SLT without further delay or contact Children's Social Care for advice or to make a referral.

Concerns about the Headteacher should be referred to the Chair of Governors, via the Clerk to the Governing Body, Ms Jane Boyce [jane.boyce@judicium.com](mailto:jane.boyce@judicium.com) reported directly to LADO where there is a conflict of interest.

In cases of emergency, call the Police on 999.

Also - the approach the school take to encouraging children to talk, Online reporting systems, zones of regulation, emails and 'TED' stands for 'Tell, Explain, Describe'.

Staff should be aware of the following when responding to concerns:

- not to promise a student that they will not tell anyone.
- the need to reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting it.
- all staff should be aware that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This should not prevent professional curiosity and a discussion with the DSL.

If a member of staff is concerned by verbal conversations, disclosures, or signs of abuse or neglect these should immediately be recorded in writing and passed to the DSL. If the member of staff is unsure, they should always speak to the DSL or a Deputy DSL regarding their concerns.

The DSL will then decide what action must be taken, which can include:

- further pastoral support in school
- referral for an Early Help Assessment
- referral to Children's Social Care

Parents should be aware that referrals can be made where there is suspected abuse or neglect by the school and that concerns regarding a student will be shared. The school will always seek to share these concerns and the referral with parents first, unless to do so would put the student at greater risk of harm, where the school is advised not to, or where it has not been practicable to.

#### **6.5 Options will then include:**

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

Staff should provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. 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 appropriate action.

Staff should immediately raise any mental health concerns which are also safeguarding concerns with the DSL or DDSL.

Early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to the LA's Children's Social Care.

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. All staff



have been informed 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.

## **7. The process for Redbridge is:**

### **Advice on making a MARF referral**

- Ensure that information relating to another child is not identifiable unless it is relevant to avoid any breach of GDPR.
- Check that the student is a Redbridge resident – use an online postcode checker if unsure
- using the Multi Agency Referral Online Form (MARF) using the following link [Redbridge - Professionals working with children and young people](#)
- If the student is known to Children's Social Care or the Early Intervention Service/Families Together Hub, contact the allocated Social Worker or Family Support Worker directly with the concerns, instead of using a MARF.

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

020 8708 3885 from 9.00am to 5.00pm

020 8708 5897 after 5.00pm, weekends and Public Holidays

The Emergency Duty Team is available if there is an emergency, i.e. anything that cannot wait until the next day.

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 Online Form (MARF) using the following link [Redbridge - Professionals working with children and young people](#)

Before making a referral, you should tell the parent or carer and get consent from them.

You can make a referral without consent if it's a child protection concern, for urgent safeguarding concerns, professionals must telephone the MASH Team.

Anybody can make a referral. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible.

You have a responsibility to refer a child to Children's Social Care under section 11 of the Children Act 2004 if you believe or suspect that the child:

- has suffered significant harm
- is likely to suffer significant harm
- has a disability, developmental and welfare needs which are likely only to be met through the family support services (with the agreement of the child's parent) under the Children Act 1989
- is a child in need whose development would be likely to be impaired without the provision of services

Professionals working with children and young people should select the option from the form following:

### **7.1 Request for Safeguarding and Protection**

If you believe a child is at immediate risk of harm, contact the Police on 999 without delay. For urgent safeguarding concerns, professionals must telephone the MASH Team and submit a Request for Safeguarding and Protection

### **7.2 Request for Service**

If you are a professional and wish to make a safeguarding referral for a child or a family, you must complete Request for Service

### **7.3 Request for Information**

If you are a professional or other local authority requesting information from Redbridge Children's Social Care, you need to complete the request for an Information Form.

Please ensure you confirm the legal basis for the request or upload signed consent from the parent(s) carer(s).

If the child is already known to Children's Social Care, contact the allocated Social Worker or Family Support Worker directly with your concerns rather than using a MARF.

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 child may benefit from early help, but all school staff are alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care Plan or not)
- has a mental health need
- 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 or county lines
- is frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

## **8. Abuse – what are the types of abuse children may be vulnerable to?**

- 8.1 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.
- 8.2 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 deliberately silencing them or 'making fun' of what they say or how they communicate and them not being able to express views or feelings. It may feature age or developmentally inappropriate expectations and interactions being imposed on children as well as limitation of exploration, learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another such as witnessing domestic abuse. 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.
- 8.3 Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, 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. Under the Crime and Policing Bill 2025 there is a proposal for the mandatory reporting of [CSA](#).
- 8.4 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 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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **8.5 Adverse Childhood Experiences (ACEs)**

The ACEs acronym is used to describe a broad range of adverse childhood experiences that can be stressful or traumatic events that children and young people can be exposed to. ACEs range from experiences that directly harm a child, such as physical, verbal, or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Redbridge Safeguarding Partnership have developed a guidance on [Trauma Informed Practice which can be found here](#)

## 8.6 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 DSL or DDSL 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](#)

## 8.7 Domestic Abuse

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises its impact on children. It can encompass a wide range of behaviours which may be a single incident or a pattern of incidents. Children may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development and ability to learn." More information can be found at: [Operation Encompass](#) , [National Domestic Abuse Helpline](#) and [SafeLives](#).

## 9. Operation Encompass

The school is signed up to [Operation Encompass](#), which operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL (or DDSL) in school before the child or children arrive the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

## 10 Potential Causes of Abuse

### 10.1 Parental Mental Health Problems

One in four people are estimated to experience a mental health problem. Many children will grow up with a main carer or close family member who has mental health difficulty. Parental mental health problems mean that a parent or carer has a diagnosable mental health condition. This can include depression, anxiety disorders, schizophrenia, bipolar disorder, personality disorders. [More information on parental mental health](#)

### 10.2 Parental Substance Misuse

Parents who are dependent on alcohol and drug use can negatively impact children's physical and emotional wellbeing, their development and their safety. The impacts include: physical maltreatment and neglect, poor physical and mental health, development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use, poor school attendance due to inappropriate caring responsibilities, low educational attainment, involvement in anti-social or criminal behaviour. For Public Health information on

parental substance misuse [click here](#) [NACOA](#) can also be a useful link for children and young people.

### 10.3 Housing and Poverty and Safeguarding

The Cost-of-Living crisis is having a huge impact on children's education and wellbeing, as the numbers for adverse childhood experiences (ACEs) are increasing, the challenges that children and young people are facing become more intense than ever. 4.2 million children are living in poverty. (Poverty in the UK, 2023) More than 1-in-7 parents said their child(ren) had to share a bed because they can't afford another bed. (Barnardo's, 2023) Poverty can be a factor in children being at risk of harm due to the stresses it creates in families and the limitations it places on choice, even though it is not a safeguarding matter in itself. It can lead to safeguarding concerns.

[UK Poverty 2025: The essential guide to understanding poverty in the UK](#)

### 10.4 Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children/young people who need alternative care because of parental illness
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children/young people
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children/young people staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform the Local Authority of a private fostering arrangement. The LA then has a duty to check that the child/young person is being properly cared for and that the arrangement is satisfactory.

If you are concerned about a Private Fostering arrangement both parents and private foster carers and the Local Authority have a legal duty to make sure that the private fostering arrangement is safe for the child. If you are concerned that the LA may not be aware of an arrangement you must inform Children's Services by contacting the Child Protection and Assessment Team (CPAT).

## 11. Child Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and speaking to the DSL or a DDSL. More information can be found using the following links: [YoungMinds](#), [Anna Freud Mentally Healthy Schools](#)

## 12 Self-Harm and Suicide

Over the past two decades, rates of non-suicidal self-harm have increased across the population. Self-harm is more common among young people than other age groups, particularly young women. Self-harm has a strong relationship to suicide. While most young people who self-harm will not go on to take their own life, reducing rates of [self-harm](#) is important for suicide prevention.

Thoughts of suicide can affect anyone at any time. Often, people thinking about suicide will have experienced a stressful event associated with a feeling of loss. Events and experiences have different meanings and a different significance to each person – some people may feel able to cope whilst others may feel suicidal. More information from [Papyrus](#).

## 13. Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk is part of the school's approach to safeguarding.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If you need guidance or support around the prevent duty to contact the Prevent team at [prevent@redbridge.gov.uk](mailto:prevent@redbridge.gov.uk) and if you think someone is at risk of radicalisation to complete the [National Referral Form \(NRF\)](#) and Formal Prevent training is recommended for all staff at least every two years.

[New definition of extremism \(2024\) - GOV.UK \(www.gov.uk\)](#)

## 14. Contextual Safeguarding



Safeguarding incidents and/or behaviours can be associated with factors outside the school. 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.

## **15. Exploitation**

### **15.1 Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys, professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### **15.2 Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. It can occur over time or be a one-off occurrence which may happen without the child's immediate knowledge, e.g., through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited as they believe they are in a genuine romantic relationship.

Indicators of CSE may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of [criminal exploitation](#).

## **16. Serious Youth Violence**

Risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. [Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.](#)

## 17. Child on Child Abuse

Children can abuse other children; it can happen both inside and outside of school or college and online. Even if there are no reports in the school, it does not mean it is not happening; it may be the case that it is just not being reported. Abuse that occurs online or outside of the school or college should not be downplayed; it should be treated equally seriously.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers.
- verbal abuse such as: name calling, insulting, threatening violence, swearing, yelling, screaming
- emotional abuse such as withholding support/guidance, ignoring boundaries, demeaning or belittling, ignoring, isolating, humiliating
- exploitation such as a power imbalance between peers that leads to one peer benefiting from financial gain, labour or personal advantage
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Child on child abuse is harmful to both the victim and perpetrator for more information; [Department for Education \(DfE\) \(2017\) Preventing bullying](#)

## 18. Harmful Sexual Behaviour (HSB):

HSB is an umbrella term that refers to problematic, abusive and violent sexual behaviour which is considered developmentally inappropriate and which is harmful or abusive, these behaviours are seen on a continuum. Hackett et al. (2016) define HSB as: *'sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult'*.

- This definition captures a range of behaviours, both offline and online, such as sexualised, gendered or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape.
- The age and stage of the children involved is a critical factor when considering the harm of sexual behaviour.

Child on Child Abuse - Sexual Violence, Sexual Harassment (forms of Harmful Sexual Behaviour)

Sexual violence and sexual harassment can occur between two children of any age and sex.

It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment. Sexual violence and sexual harassment (HSB) exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Children with SEND are three times more likely to be abused than their peers.



The term 'Sexual Violence' refers to offences under the [Sexual Offences Act 2003](#).

The term 'Sexual Harassment' refers to '*unwanted conduct of a sexual nature*' that can occur online and offline, both inside and outside of school or college. It can also include:

- sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual "jokes" or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the school will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos.
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats.

The [NSPCC](#) has a HSB framework, [Brook Traffic Light Tool](#) and [Lucy Faithful Foundation](#).

For young people concerned about their own sexual thoughts and behaviours - <https://shorespace.org.uk/>

## 19. Misogyny and Safeguarding

Concerns are increasing around the impact of online influencers who promote misogynistic rhetoric. This content can be permissive of: discriminatory behaviours and attitudes (including racist, antisemitic, homophobic, transphobic and misogynistic attitudes); sexual harassment and abuse; abuse in relationships; and victim-blaming narratives. Women and girls in particular are put at risk by narratives that normalise sexual harassment and abuse, promote unhealthy relationship behaviours and victim blaming. Toxic masculinity is also harmful and restrictive to boys and men. Promoted stereotypes contribute to existing narratives that restrict and undermine help-seeking – especially in relation to mental health and emotional wellbeing. [The PSHE Association have resources to help address this in schools Addressing misogyny, toxic masculinity and social media influence in PSHE education](#) (pshe-association.org.uk)

## 20. Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, they can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT inclusion is part of the statutory Relationship and Sex Education and Health Education (RSHE) curriculum and there is a range of support available to help the school counter homophobic, bi-phobic and transphobic bullying and abuse.

The sharing of homophobic and transphobic content by some influencers can inform behaviour and attitudes towards LGBT+ young people in school. Some online spaces even direct young people towards other harmful content, including content that promotes self-harm and suicide.

As such, when supporting a gender questioning student, the school takes a cautious approach and will consider the broad range of the individual's needs, in partnership with their parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the student), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. When appropriate, reference will be made to [Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed](#).

[http://elop.org/  
Gendered Intelligence](http://elop.org/Gendered Intelligence)

## **21. Children with Special Educational Needs and Disabilities (SEND)**

Children with SEND can face additional safeguarding challenges. 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, the school considers extra pastoral support for children with SEND, along with ensuring any appropriate support for communication is in place.

Further information can be found:

[SEND Code of Practice 0 to 25 years, Supporting Pupils at School with Medical Conditions](#)

And from specialist organisations such as: • ([councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk))

## **22. Racism and Safeguarding**

Many children and young people who come from Black, Asian and minoritised ethnic communities experience racism, bias, stereotyping or cultural misunderstanding as they grow up. It might happen at an individual, institutional or societal level and might be displayed consciously or unconsciously. This can result in some children being more likely to come to the attention of child protection services, while other children are less likely to receive effective support. [Here is a link to Anna Freud's Anti Racism Template for schools](#).

## **23. Adulthood**

Adulthood is a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'streetwise', more 'grown up', less innocent and less vulnerable than other children. Adulthood reduces professional and organisational responsibility to safeguard and protect children yet increases a responsibility of children to safeguard themselves. Adulthood bias is a breach of child safeguarding legislation and guidance.

## **24. Online Safety**

The use of technology is often a significant factor of many safeguarding issues such as child sexual exploitation, child on child abuse and radicalisation. Technology, and risks and harms related to it evolve and change rapidly.

An effective approach to online safety supports the protection of the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. Children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. Online safety training, is integrated, aligned, and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning. [Teaching Online Safety in Schools 2019](#)

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks the students face.

AI poses safeguarding challenges these are some of the areas that the school are aware of: Exposure to inappropriate content, AI-Generated child sexual abuse material (CSAM), online grooming, AI Companion Chatbots, cyberbullying and harassment and data exploitation.

Our Online Safety Policy can be found [here](#)

KCSIE 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation and spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content ([Cabinet Office, Department for Science, Innovation and Technology, 2023](#)).

[UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos and guidance](#)

[Education for a connected world](#)

[IWF provides up to date information on web safety.](#)

[Generative Artificial Intelligence in Education](#)

## **25. Filtering and Monitoring**

The DfE has published filtering and monitoring standards which set out that schools should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems;
- review filtering and monitoring provision at least annually;
- block harmful and inappropriate content without reasonable impacting teaching and learning;
- have effective monitoring strategies in place that meet their safeguarding needs.

The school meets those objectives by its use of 'SENSO', a digital proactive system, which provides 24/7 supervision filtering and monitoring of the network and all devices. This is monitored during school working hours only.

The school has ensured that appropriate filtering and monitoring systems are in place on all its devices. Policies, procedures and the expectations around filtering and monitoring which

blocks harmful and inappropriate content without unreasonably impacting teaching and learning are also in place.

The systems effectiveness is regularly reviewed and the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

SLT Digital Lead - Mr Bill Pointon

Generative AI: product safety expectations. This guidance on generative artificial intelligence (AI) explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

Additional guidance on filtering and monitoring can be found at: [UK Safer Internet Centre](#).

## **26. The Designated Teacher for Children Looked After (CLA):**

Children Looked After (CLAs), also sometimes referred to as 'Looked After Children (LACs)', come under the guidance of a Redbridge-based 'Virtual School' which can be contacted at: [Virtual.school@redbridge.gov.uk](mailto:Virtual.school@redbridge.gov.uk)

The school's Designated Teacher for CLAs is Ms Antonia Douglas who:

- has received the appropriate training and has the relevant qualifications and experience.
- will work with the Virtual School to provide the most appropriate support utilising the Pupil Premium Plus to ensure they meet the needs identified in the child's personal education plan.
- will work with the Virtual School Headteacher to promote the educational achievement of previously children looked after.

The role of Virtual School Headteacher includes a non-statutory responsibility to promote the educational achievement of all children in kinship care. [Keeping Children Safe in Education 2025](#) (DfE, 2025).

[Statutory guidance on Promoting the education of children looked-after and previously children looked-after contains further information on the roles and responsibilities of virtual school head.](#)

The Local Authority has a responsibility under section 4 of the Children and Social Work Act 2017 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.

## **27. CME - Children Who Are Missing and/or Absent From Education**

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's or college's unauthorised absence procedures and children missing education procedures.

Work around attendance and children being absent from education should be coordinated with safeguarding interventions.

The school monitors students' attendance on a daily basis.

Schools should agree with their local authority the intervals at which they will make a return to the local authority (an 'attendance return') with the details of any student of compulsory school age who has failed to attend regularly (excluding where they were out of school and attending an approved educational activity covered by codes D, K, V or B), or has been absent for a continuous period of ten school days where their absence had been recorded with one or more of the codes statistically classified as unauthorised (G, N, O and/or U).

The school ensures that students who are expected to attend the school but fail to take up the place or cannot be located are referred to the LA in line with local procedures and guidance such as Children Missing Education (DfE, 2016). The DSL will be aware of any students who may be considered CME and will work with the Attendance Lead/ Education Welfare Officer (EWO) to ensure any safeguarding concerns are reviewed, the advice of external agencies is sought, and local procedures are followed.

[Local guidance](#) for CME.

## 28. The Designated Safeguarding Lead (DSL)

The school's DSL is a senior leader with overall responsibility for safeguarding and child protection, including online safety (including filtering and monitoring processes).

The DSL may be supported by trained deputies, but the lead responsibility remains with the DSL and cannot be delegated.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

The DSL and deputies must have up-to-date safeguarding training, refreshed at least every two years.

The DSL will be given the time, funding, training, resources and support to:

The DSL will be given the time, funding, training, resources and support to:	
Safeguarding Culture:	<ul style="list-style-type: none"><li>• Safeguarding Culture: Promotes an environment where children's wellbeing is prioritised, staff remain alert to potential concerns, and children's voices are heard and taken seriously.</li><li>• Have a good understanding of sexual abuse, harmful sexual behaviour</li><li>• Have a good understanding of the filtering and monitoring systems and processes in place and be responsible for safeguarding concerns that arise</li><li>• Keep the Headteacher informed of any issues</li><li>• Our DSL is also the Prevent lead. All staff have appropriate Prevent training every two years.</li></ul>

	<ul style="list-style-type: none"> <li>• Promotes constructive engagement with parents/carers to support children's welfare.</li> <li>• Works closely with the Headteacher, Designated Mental Health Lead, SENCO, and other relevant staff to address safeguarding and welfare concerns holistically.</li> <li>• <i>Keeps informed of local and national policy and best practices</i></li> </ul>
Managing Referrals	<ul style="list-style-type: none"> <li>• Provides help and support to meet the needs of children as soon as problems emerge</li> <li>• Take part in strategy discussions and inter-agency meetings and/or support other staff to do so</li> <li>• Contribute to the assessment of children</li> </ul>
Promoting Educational Outcomes	<ul style="list-style-type: none"> <li>• Monitors the welfare and academic progress of vulnerable children, including those with social workers, to promote high aspirations and achievement.</li> </ul>
Multi-Agency Working	<ul style="list-style-type: none"> <li>• Be confident that they know what local specialist support is available to support all children involved (including those who have been harmed and those alleged to have harmed) in sexual violence and sexual harassment, and be confident as to how to access this support</li> <li>• Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly</li> <li>• Liaise with local authority case managers and designated officers (LADO) for child protection concerns as appropriate</li> <li>• Be aware that children must have an 'appropriate adult' to support and help them in the case of police investigation or search</li> <li>• Liaise with safeguarding partners, including social care, health services, and the police, to coordinate support for children.</li> <li>• Strengthening the voice of the child from an educational perspective</li> </ul>
Raising Awareness	<ul style="list-style-type: none"> <li>• Provide advice and support to other staff on child welfare and child protection matters</li> <li>• Keeps abreast of emerging safeguarding issues and updates training materials accordingly.</li> </ul>

The full responsibilities of the DSL and Deputy DSLs are set out in our Safeguarding Team roles and responsibilities document and in [KCSiE 2025](#).

## 29. Responsibilities: Headteacher

Area of responsibility	Headteacher's Responsibilities
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***'being the best that we can be'***

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Policy Implementation & Oversight	<p>Ensure safeguarding policies and procedures adopted by the governing body are fully implemented.</p> <p>Allocate sufficient resources and time for staff to carry out safeguarding responsibilities.</p>
Staff Understanding & Compliance	<p>Ensure all staff read <i>Keeping Children Safe in Education (2025)</i>: Part One, and Annex A which is mandatory.</p> <p>Part Five should also be considered for all staff – to ensure awareness of safeguarding themes around child on child, HSB</p> <p>Ensure mechanisms are in place to support staff in understanding and implementing their safeguarding roles.</p>
Regular Safeguarding Report	<p>In collaboration with the DSL, prepare and present regular safeguarding reports to the governing body to review effectiveness and support policy review, thus enabling them to monitor compliance and identify emerging themes, areas for improvement and reviews.</p>
Safeguarding Audits & Feedback	<p>Conduct periodic audits of child protection files with the DSL and external auditors.</p> <p>Gather feedback from students, parents, carers, and staff through surveys/questionnaires.</p>
Monitoring the DSL	<p>Quality assures the performance and effectiveness of the DSL in all aspects of their role as specified in KCSIE 2025.</p>
Early Years Provision	<p>Ensure Early Years provision meets safeguarding requirements as per the <i>Statutory Framework for the EYFS</i>.</p> <p>Refer to Ofsted and relevant inspection handbooks for self-evaluation.</p>
Staff training and induction	<p>Publish DSL contact details. Ensure new staff (including ECTs and temps, agency and volunteers) receive safeguarding training and read required documents.</p> <p>Provide ongoing and annual safeguarding training for all staff.</p> <p>Maintain records of training and induction.</p>



Managing Allegations	Act as the referral point for any safeguarding concerns or allegations involving staff (including supply and volunteers). If sole proprietor of an independent school, report concerns to LADO. See the section on Safer Recruitment.
RSE and Health Education	<p>Ensure the delivery of statutory Relationships Education (primary), Relationships and Sex Education (secondary), and Health Education (all state schools) in line with DfE guidance.</p> <p>For colleges, ensure safeguarding topics, including those in the RSE and Health Education guidance, are addressed in tutorials or equivalent sessions.</p>

- [DfE advice for schools: teaching online safety in schools](#)
- [UK Council for Internet Safety \(UKCIS\) guidance: Education for a connected world](#)
- [National Crime Agency's CEOP education programme: Thinkuknow](#)
- [Public Health England: Every Mind Matters](#)
- [RSHE guidance](#)

### 30. Responsibilities: The Governing Body

The Governing Body has approved a number of separate policies to ensure the safeguarding and protection of all students and staff.

See the full list in Appendix 3.

The Governing Body has also approved the appointment of a Safeguarding Governor to take leadership responsibility for the school's safeguarding arrangements.

He is responsible for liaising with the Headteacher and DSL over significant safeguarding matters and how safeguarding is being managed within the school.

It is a strategic rather than operational role – they will not be involved in concerns about individual students.

This Governor will receive safeguarding training relevant to the governance role and this will be updated at least every two years.

The Nominated Governor will also liaise with the Headteacher and the DSL to produce a Safeguarding Report at least annually for the Governing Body.

### 31. Policies

- Review and approve this policy and hold the Headteacher to account over its implementation.
- Appoint a Safeguarding Governor to oversee compliance and the effectiveness of this policy.



- Read and understand Keeping Children Safe in Education and review this guidance at least annually.
- Engage with safeguarding training, including training at induction, that equips Governors with the skills to provide strategic challenge in relation to safeguarding.
- Review the filtering and monitoring system and processes to ensure compliance with Keeping Children Safe in Education.

The Governing Body will ensure:

- that an effective safeguarding and child protection policy is in place and shared on the website. This policy is reviewed annually. In addition, the governing body should ensure that all policies relating to safeguarding are refreshed in line with changes in legislation.
- that there is a Code of Conduct for Staff that includes, amongst other expectations, acceptable use of technologies, staff/student relationships and communications including staff use of social media. This policy will also cover the school will manage incidents of sexual harassment between children and young people via mobile or smart technology.
- that appropriate safeguarding responses are in place to support children who become absent 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.

## 32. Training

The Governing Body will ensure that:

- all governors receive appropriate safeguarding and child protection (including online) training at induction and with regular updates with the aim of equipping them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in their school are effective.
- staff (including new staff, agency staff and interim appointments) should receive regular updated safeguarding training, including on online safety. 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.
- those staff who work directly with children read at least Part one and Part five of this guidance.
- those staff who do not work directly with children read either Part one or Annex A (a condensed version of Part one) of this guidance.
- children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).
- procedures in place are in place, as described in KCSiE, to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members (including supply staff, volunteers and contractors). 'Low-level' concerns should be addressed as set out in KCSiE.

## 33. Concerns About a Staff Member Who May Pose a Risk of Harm to Children

### Whistleblowing

The school recognises that adults working in a school may cause harm, including agency staff, visitors, and governors. Any concerns about a member of staff posing a risk of harm to children should immediately be referred to the Headteacher. These concerns could include where anyone working in the 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
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Concerns about the Headteacher should be referred to the Chair of Governors.

Any member of staff or volunteer with concerns about poor or unsafe practice and potential failures in the school's safeguarding regime should contact the Headteacher or Chair of Governors.

The school's Whistleblowing Policy can be found [here](#).

The NSPCC Whistleblowing helpline can also be contacted via telephone (0800 028 0285) or email ([help@nspcc.org.uk](mailto:help@nspcc.org.uk)).

### **33.1 Allegations or concerns about staff**

The school has a separate Allegations of Abuse against Members of Staff which clearly sets out the risks to staff and how the school will respond to them.

### **33.2 Low level concerns**

The school has a separate Low Level Concerns Policy which clearly sets out how such concerns should be dealt with and reported.

## **34. Safer Recruitment**

The school has a duty to follow 'Safer Recruitment' practices to try to prevent people who pose a risk of harm from working with children. When recruiting, it will ensure the following steps have been taken:

- obtaining professional and character references
- verifying candidates' identity and academic or vocational qualifications
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear Enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.
- carry out an online search as part of the due diligence on shortlisted candidates, who will be informed that online searches may be used as part of its due diligence checks.

The school will ensure that at least one of the people on the interview panel has completed safer recruitment training and is fully aware of the current guidance around checks that are to be completed.

### **35. Disclosure and Barring Service (DBS) checks**

A relevant Enhanced DBS check must be completed on any individual who is engaging in a regulated activity. DBS certificates must be renewed ideally at 3 years but no longer than 5 years where an update service is not being applied.

The school will also carry out an overseas Police check on individuals who have lived or worked outside the UK.

### **36 References**

The school will always seek a minimum of two references when employing new staff, one of which must be from their most recent employer.

Other acceptable references are academic references or character references where a candidate has no work experience. Check with the LBR Schools' HR Team for a list of appropriate referees.

References for staff who are leaving must be either written or reviewed by the Headteacher or someone with her/his delegated authority. The person completing the reference must have full knowledge of any disciplinary or safeguarding concerns about that member of staff.

### **37. Information and Data Sharing**

School staff must be proactive in sharing information with the DSL 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 the LA's Children's Social Care.

Data Protection does 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. Contact the school's designated Data Protection Lead if there are any concerns around data sharing.

Staff have been trained to be aware and understand the data protection principles which allow them to share personal information.

Staff who need to share 'special category personal data' have been trained to be 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 them to share information without consent if it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

When children leave the school, the DSL must ensure their child protection file is transferred to the forwarding 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 student file. Receiving schools and colleges should ensure key staff such as DSLs

and SENDCos or the named person with oversight for SEND in a college are aware as required.

In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the forwarding 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. This sharing should be conducted securely and only with relevant safeguarding staff.

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

**Information sharing:** The school recognises the importance of information sharing between practitioners and local agencies. It will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the LA's children's social care.

The safeguarding records include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

In line with the school's mandatory duty, it will notify the LA if it becomes aware of any private fostering, to allow them to check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. This advice includes the seven golden rules for sharing information which include Data Protection considerations. If in any doubt about sharing information, staff should speak to the DSL or DDSL. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

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

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

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners or your data protection lead if you are in any doubt about sharing the information, without disclosing the individual's identity where possible.
4. Where possible, share information with consent and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or

requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely. Seek advice on digital secure sharing from your designated Data Protection Lead.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. This record should be kept for at least three years.

### **38. Visitors to the school**

The school will ensure that students, parents and visitors to the school are clearly and visually informed of the name of the DSL and DDSL.

Visitors will be made aware of their safeguarding responsibilities while in the school and how to report any concerns.

### **39. Communication With Parents**

The school will:

- work with parents to support the needs of their child.
- consider the safety of the student and, should a concern arise, the DSL has the responsibility to seek advice prior to contacting parents.
- aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.
- ensure a robust complaints system is in place to deal with issues raised by parents and carers. Make it clear to parents that complaints against the school must be dealt with initially by the school.
- provide advice and signpost parents and carers to other services where students need extra support.

Those communications reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

When staff have a concern about an individual child that requires a referral to Children's Social Care, parents will be informed prior to referral, unless doing so might place the child at increased risk of significant harm by:

- the behavioural response it prompts, e.g. 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.

#### **40. The Use of Reasonable Force**

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children and young people. This can range from guiding a child or young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child or 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 students or blocking a student’s path, or active physical contact such as leading a student by the arm out of the classroom.

[Government advice for ‘Use of Reasonable Force in Schools’ is available here.](#)

#### **41. Alternative Provision**

Where the school places a student with an alternative provision provider, it continues to be responsible for the safeguarding of that student and should be satisfied that the placement meets the student’s needs.

- Alternative provision – [DfE Statutory Guidance](#); and [Education for children with health needs who cannot attend school – DfE Statutory Guidance](#)

The school is responsible for students they place in Alternative Provision or Additional Resources Provisions (ARPs) so will gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk, have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend and regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child’s needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

#### **42 Use of the School’s Premises For Non-School Activities**

Where the school building premises or facilities is hired or rented out to organisations or individuals (for example to community groups, sports associations and service providers to run community or extra-curricular activities) the school will ensure that appropriate arrangements are in place to keep children safe. This should include ensuring that the organisation has a Safeguarding Policy and clear procedures are in place for safeguarding children and vulnerable adults.

See the Governing Body’s Lettings Policy and hire agreement.

## APPENDIX 1: Statutory Framework and Guidance

This policy has been developed in accordance with the following legislation and guidance:

- [The Children Act 1989](#)
- [The Children Act 2004](#) (section 10 and section 14B)
- [London Safeguarding Children Procedures and Practice Guidance](#)
- [Working together to safeguard children: Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education \(DfE 2025\)](#)
- [Mandatory reporting of female genital mutilation procedural information.](#)
- [Mental Health & Behaviour in Schools](#)
- [Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018](#)
- [Data Protection Act \(2018\)](#)
- [Children and Families Act 2014](#)
- [Protecting Children from Radicalisation: The Prevent Duty, 2015](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)
- [Safeguarding Vulnerable Groups Act 2006](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Voyeurism Offences Act 2019](#)
- [DfE statutory guidance on Children absent from Education](#)
- [Meeting digital and technology standards in schools and colleges 2022](#)
- [The Sexual Offences Act 2003](#)
- [Teaching Online Safety in Schools](#)
- [Searching, screening and confiscation at school \(DfE\) 2022](#)
- [Behaviour in Schools 2022](#)
- [Preventing and Tackling Bullying](#)
- [Redbridge Multi-Agency Safeguarding Thresholds](#)
- [The Education Act 2011](#)
- [Education Act 2002 \(section 175 and 157\)](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Regulation 9 of the School Staffing \(England\) Regulations 2009](#)
- [Regulated activity in relation to children: scope \(Factual note by HM Government\)](#)
- [Child sexual exploitation: guide for practitioners](#)
- [Help, protection, education: concluding the children in need review 2019](#)
- [School inspection handbook](#)
- [Inspecting safeguarding in early years, education and skills settings Guidance for Ofsted inspectors to use when inspecting safeguarding under the education inspection framework](#)

## APPENDIX 2: Contacts and Links

- **CAF** 020 8708 2071  
[CAF Duty@redbridge.gov.uk](mailto:CAF Duty@redbridge.gov.uk) [CAF Admin@redbridge.gov.uk](mailto:CAF Admin@redbridge.gov.uk)
- **Child Protection & Assessment Team** 020 8708 3885  
[CPAT.Referrals@redbridge.gov.uk](mailto:CPAT.Referrals@redbridge.gov.uk)
- **Out of Hours Emergency Duty Team** 020 8708 5897
- Weekdays from 17:00 onwards, weekends and public holidays
- **CME – Children Absent from Education** 020 8708 6047  
[cme@redbridge.gov.uk](mailto:cme@redbridge.gov.uk)
- **Children with Disabilities Team** 020 8708 6092  
[Admin.CWDT@redbridge.gov.uk](mailto:Admin.CWDT@redbridge.gov.uk)
- **Children’s Services Complaints** 020 8708 5174  
[ChildrensComplaints@redbridge.gov.uk](mailto:ChildrensComplaints@redbridge.gov.uk)
- **Families Together Hub** 020 8708 2071  
[Early.Intervention@redbridge.gov.uk](mailto:Early.Intervention@redbridge.gov.uk)
- **Local Authority Designated Officer** 020 8708 5350  
[GM\\_LADO@redbridge.gov.uk](mailto:GM_LADO@redbridge.gov.uk)
- **Redbridge Safeguarding Children Partnership** 020 8708 5282
- [RedbridgeSCP@redbridge.gov.uk](mailto:RedbridgeSCP@redbridge.gov.uk)
- **School Improvement Service** 020 8708 3080  
[Mariam.Smith@redbridge.gov.uk](mailto:Mariam.Smith@redbridge.gov.uk)
- **SEN Team** [SENteam@redbridge.gov.uk](mailto:SENteam@redbridge.gov.uk)
- **Research & Data Team** [Research.Data@redbridge.gov.uk](mailto:Research.Data@redbridge.gov.uk)
- **Youth Offending Service MASH** [YOSMASH@redbridge.gov.uk](mailto:YOSMASH@redbridge.gov.uk)
- **Youth Service** [YouthService@redbridge.gov.uk](mailto:YouthService@redbridge.gov.uk)
- **Youth Offending Team** [YouthOffending.Team@redbridge.gov.uk](mailto:YouthOffending.Team@redbridge.gov.uk)
- **Admissions** [admissions@redbridge.gov.uk](mailto:admissions@redbridge.gov.uk)
- **Education Welfare Service** [EWS@redbridge.gov.uk](mailto:EWS@redbridge.gov.uk)
- **Educational Psychology** [EducationalPsychology@redbridge.gov.uk](mailto:EducationalPsychology@redbridge.gov.uk)
- **Ofsted Escalation and Resolution Policy**
- **Department for Education**
- **UNICEF**

Multi-agency statutory guidance for dealing with forced marriage, which can both be found at [The right to choose: government guidance on forced marriage](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage) – GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk). Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office and [The Children’s Society County Lines Toolkit For Professionals](#)

[Operation Encompass](#) provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).

[Child Safeguarding Practice Review Panel](#)



## APPENDIX 3: Linked Policies and Procedures

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

Administration of Medicines Policy  
Anti-bullying or Peer on Peer Abuse Policy  
Attendance Policy  
Behaviour for Learning Policy  
Central record of recruitment and vetting checks  
Children absent from education policy and procedures  
Complaints' Policy  
Data Protection Policy  
Drug and Alcohol Education 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  
Mobile Phone Usage Policy  
On-line Safety Policy  
Pastoral Care Policy  
Personal, Social and Health Education (PSHE) Policy  
Physical Education and Sports Guidance  
Positive Handling and Use of Reasonable Force policy  
Premises inspection checklist  
Prevention of Radicalisation, Extremism and Terrorism  
Student Images Policy  
Recruitment and Selection Policy and Procedures  
Register of students' attendance  
Remote Learning Policy  
Safer Recruitment Policy  
Sex (and Relationship Education) Policy  
Sexual Violence and Sexual Harassment Policy  
Special Educational Needs and Disabilities Policy  
Spiritual, Moral, Social and Cultural Development Policy  
Staff Code of Conduct Policy – including Acceptable use of technologies, staff/students' relationships and use of social media)  
Staff Discipline, Conduct and Grievance Procedures  
Statement of Procedures for Dealing with Allegations of Abuse Against Staff  
Supporting Students with Medical Conditions  
Teachers' Standards, Department for Education guidance available on GOV.UK website  
Whistleblowing Procedures  
Work experience handbook

## APPENDIX 4: Record of Concern (Staff without access to CPOMS)

### Summary of Procedures for the DSL

Following a report from a member of staff, volunteer or visitor, the DSL will consider the level of need by applying the local thresholds for referral which Redbridge Safeguarding Children Partnership (RSCP) has agreed for use by all agencies and professionals who are worried or concerned about a child's safety or welfare. Students attend the school from a number of other neighbouring boroughs, e.g. London Borough of Barking and Dagenham, London Borough of Havering, London Borough of Newham and London Borough of Tower Hamlets.

Using the levels of need described in the RSCP threshold document – Multi-Agency Safeguarding Thresholds: Are you worried about a child? (2025),

The Child Protection and Assessment Team (CPAT) will clarify with the Police or Children's Social Care whether the parents should be told about the referral and when and by whom.

If early help is appropriate, the DSL 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 student's situation does not appear to be improving.

<b>Student's Name:</b>			
<b>Student's DOB:</b>			
<b>Male/Female:</b>	<b>Ethnic origin:</b>	<b>Disability Y/N:</b>	<b>Religion:</b>
<b>Date and time of concern:</b>			
<b>Your account of the concern:</b> <i>(What was said, observed, reported and by whom)</i>			
<b>Additional Information:</b> <i>(Context of concern/disclosure)</i>			

<b>Your response:</b> <i>(What did you do/say following the concern)</i>	
<b>Your name:</b>	<b>Your signature:</b>
<b>Your position in school:</b>	<b>Date and time of this recording:</b>
<b>Action and response of DSL / Headteacher:</b>	
<b>Feedback given to member of staff reporting concern:</b>	<b>Information shared with any other staff? If so, what information was shared and what was the rationale for this?</b>
<b>Name:.....</b> <b>Date:.....</b>	

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

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

## **APPENDIX 5: Redbridge SCP Multi-Agency Threshold Guidance**

[RSCP Multi-agency threshold guidance](#)

[RSCP Neglect page](#)

[Neglect – Redbridge Safeguarding Children Partnership](#)

[Escalation Policy](#)

### **Early Help**

All staff should be prepared to identify children who may benefit from Early Help, which means providing support as soon as a problem emerges, from foundation stage through to the teenage years.

If Early Help is appropriate, the DSL or DDSL 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 will 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.

### **Children in Need**

A 'child in need' is defined under the Children Act 1989 as one 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 it can mean a child disabled.

### **Children Suffering or Likely to Suffer Significant Harm**

LAs, 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.