



# **Child Protection and Safeguarding Policy**

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**Nov 2017**

**Designated Member(s) of Staff are:**

**Rebecca Emeny, James Easter, Stacey Hawkins and Anthony Evans**

**Child Protection and Safeguarding governor is Mr. Deon Wilson**

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## FOREWORD

The London Borough of Redbridge and the Redbridge Local Safeguarding Children Board recognise the overriding priority of ensuring that schools and settings have an effective policy and procedures in place to support safeguarding and child protection. The policy and procedures must reflect the needs of the children and young people and the context of the work of the individual school and setting. It should also reflect the procedures and requirements of the Redbridge Local Safeguarding Children Board (LSCB).

The Safeguarding and Child Protection Policy, reviewed, revised and adapted each academic year, must be underpinned by relevant legislation and statutory guidance. For schools [Keeping Children Safe in Education \(September 2016\)](#) is an extremely important document.

The Children and Social Work Act 2017 has received royal assent and introduces a number of changes regarding safeguarding of children. From September 2019 new requirements for the curriculum will include compulsory relationships education for primary school pupils in England, as well as sex and relationships education (SRE) in secondary schools. Whilst many schools in Redbridge already provide for this within the curriculum, it represents an opportunity to review content and ensure that children and young people are given the necessary information and tools to develop healthy relationships, appreciate personal boundaries and are supported to stay safe on-line.

The safeguarding of children and young people is of paramount concern to all those involved in education. I would like to express my appreciation and that of my colleagues for all the work which schools and settings undertake.



**Adrian Loades**  
Corporate Director of People

## 1.0 Introduction

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

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding: identifying concerns, sharing information and taking prompt action. 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.

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

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies which encompass the safeguarding responsibilities of the school. (Appendix 1 Linked Policies and Procedures). In particular this policy should be read in conjunction with the school's Code of conduct / Staff behaviour policy (including ICT Acceptable Use), the Safer Recruitment policy, the E-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.

**All** staff, volunteers and governors should know and understand this child protection and safeguarding policy and their responsibility for implementing it. This will involve all staff reading, at a minimum, Part one and all governors reading Parts one and two of [Keeping Children Safe in Education \(September 2016\)](#).

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 designated safeguarding lead and through staff performance measures.

### **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 designated safeguarding lead and through staff performance measures.

### **School Staff and Volunteers**

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

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

- as part of the induction programme for all new members of staff, including newly-qualified teachers, provide safeguarding and child protection training. They will be expected to read and understand [Keeping Children Safe in Education \(September 2016\) Part One](#) and be familiar with our safeguarding and child protection policy and the staff code of conduct. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection training, commensurate with their roles, before being deployed;
- provide all staff with appropriate safeguarding and child protection training which is updated regularly. In addition all staff will receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. School leaders will keep a record of staff induction and training.

## Mission Statement

In delivering our safeguarding duties, we will:

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

## 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)
- [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](#)
- [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 \(Are you worried about a child?\) \(June 2016\)](#)
- [Working Together to Safeguard Children \(DfE 2015\)](#)
- [Keeping Children Safe in Education \(DfE September 2016\)](#)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)
- [Revised Prevent duty guidance for England and Wales](#): guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [Inspecting education in early years, education and skills settings](#): Guidance for inspectors undertaking inspection under the common inspection framework (23 August 2016)

[Working Together to Safeguard Children \(2015\)](#) requires all schools to have a clear line of accountability and senior leadership of safeguarding arrangements. There should be a culture of listening to children and taking account of their wishes and feelings. Staff should feel able to raise issues about safeguarding and should know the procedures for whistle blowing. There should be suitable supervision and training for all staff. The school should follow the procedures for protecting children from abuse which are established by the Local Safeguarding Children Board.

Schools are expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or are at risk of abuse – these procedures should also cover circumstances in which a member of staff is accused of, or suspected of, abuse.

[Keeping Children Safe in Education \(September 2016\)](#) places the following responsibilities on all schools:

- have the knowledge and skills 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 stage through to the teenage years. Staff may be required to support other agencies and professionals in an early help assessment;
- train staff to be alert to signs of abuse, know to whom they should report any concerns or suspicions and understand the difference between a concern about a child and immediate danger or risk of harm, and the actions that should follow each;

- have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse and procedures for handling suspected cases of peer on peer abuse;
- appoint a designated safeguarding lead who, in line with a clear job description for the role, will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children’s social care;
- ensure that staff with the designated safeguarding lead role undergo formal child protection training which is updated at least every two years and additionally receive updates at least annually to keep up with any developments relevant to their role and provide them with the required knowledge and skills;
- that all staff read at least [Part One of Keeping Children Safe in Education \(September 2016\)](#) and that there are mechanisms in place to assist staff to understand and discharge the role and responsibilities outlined in Part one;
- have in place safer recruitment procedures and checks that are, or may be required for any individual working in any capacity at or visiting the school;
- embed an overarching approach to online safety which includes training for pupils and staff and appropriate filters and monitoring systems which don’t impose unreasonable restrictions.

[Keeping Children Safe in Education \(September 2016\)](#) also states:

Governing bodies and proprietors should ensure there are appropriate policies and procedures in place including a child protection policy and a staff behaviour policy (code of conduct). Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually and be available either publicly either via the school or college website or by other means.

### 3. THE DESIGNATED SAFEGUARDING LEAD

Governing bodies and proprietors should appoint an appropriate senior member of staff from the leadership team to take lead responsibility for safeguarding and child protection. This designated safeguarding lead should have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting or directing other staff.

The designated safeguarding lead for Child Protection in this school is:

**NAME Rebecca Emeny**

The deputy designated safeguarding lead for Child Protection in this school is:

**NAMES James Easter, Anthony Evans and Stacey Hawkins**

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

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

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

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

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

### **Managing Referrals**

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

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

The designated safeguarding lead will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation.

### **Work with Others**

The designated safeguarding lead is expected to:

- liaise with the headteacher to inform him / her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the local authority designated officer (LADO) in cases regarding allegations against staff;
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Support staff who make referrals to the Channel programme or to children's social care;
- liaise with the local authority and work with other agencies in line with [Working Together to Safeguard Children \(2015\)](#). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- take into account the inter-agency safeguarding procedures set up by the LSCB, including understanding and reflecting local protocols for assessment and the LSCB's thresholds document as well as supplying information as requested by the LSCB;
- share information with appropriate staff in relation to a child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;

- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child. We have a designated teacher for children looked after. We keep a list of children looked after by the Local Authority. We monitor their progress and wellbeing carefully.

**The Virtual Headteacher in LB Redbridge is Diane Taylor**

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

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

(Rebecca Emeny [Rebecca.emeny@redbridge.gov.uk](mailto:Rebecca.emeny@redbridge.gov.uk))

## Training

The designated safeguarding lead (and deputies) will undertake formal training, to provide her/him with the knowledge and the skills required to carry out the role, at least every two years. Training should include Prevent awareness training. In addition her/his knowledge will 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 her/him to understand and keep up to date with any developments relevant to her/his role so s/he:

- understands the assessment process for providing early help and intervention, for example through locally agreed shared assessment processes, such as early help assessments;
- has a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensures every member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff;
- is alert to specific needs of children in need, those with special educational needs and young carers;
- keeps detailed, accurate, secure written records of concerns and referrals;
- understands and supports the school with regards to the requirements of the Prevent duty and provides advice and support to staff on protecting children from the risk of radicalisation;
- obtains resources and attends any relevant or refresher training courses;
- encourages a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school or college may put in place to protect them.

## Raising Awareness

The designated safeguarding lead will:

- ensure this safeguarding and child protection policy is known, understood and used appropriately;
- ensure the policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and will 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 and the role of the school in this;

- link with Redbridge LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- where children leave the school, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt.

### Summary of procedures

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

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

Redbridge CPAT (Child Protection and Assessment Team)

0208 708 3885

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

Out of Hours Emergency Duty Team

020 8708 5897 Weekdays from 17:00 onwards and weekends

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

The designated safeguarding lead will confirm any referrals in writing via a Multi-Agency Referral Form (MARF). S/he will clarify with the police or children's social care whether the parents should be told about the referral and when and by whom.

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

If early help is appropriate the designated safeguarding lead will support the relevant member of staff in liaising with other agencies and setting up an inter-agency assessment, as appropriate. 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.

The [LSCB Quick Guide to Thresholds](#) is helpful and accessible for staff.

## 4. THE GOVERNING BODY

It is the responsibility of the Governing Body to ensure that it complies with duties under legislation. The Governing Body must also have regard to [Keeping Children Safe in Education \(September 2016\)](#) to ensure that our school's policies, procedures and training are effective and comply with the law at all times.

The Governing Body should ensure there is a senior leader 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 is also a designated governor who champions safeguarding within the school.

The designated governor for safeguarding and child protection is:

**NAME: Deon Wilson**

This Governing Body will meet the responsibilities placed upon it in law, which include:

### **Inter-agency working**

- Ensuring the school contributes to inter-agency working, which includes providing a co-ordinated offer of early help when additional needs of children are identified.
- Recognising the importance of information sharing between professionals and local agencies and ensuring that duties under the Data Protection Act 1998 do not stand in the way of promoting the welfare and safety of children.

### **Policies**

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

### **Leadership of safeguarding**

- Appointing a designated safeguarding lead and ensuring that s/he and all deputies undertake formal training to provide them with the knowledge and the skills required to carry out the role at least every two years. In addition to their formal training their knowledge and skills should be updated at regular intervals, and at least annually, to keep up with any developments relevant to their role.

### **Staff training**

- Ensuring that all staff members undergo safeguarding and child protection training at induction and, in addition, at least annually.
- Ensuring all staff read at least [Part One of Keeping Children Safe in Education \(September 2016\)](#)

### **Safer recruitment**

- By adhering to statutory responsibilities, undertaking safer recruitment training and having written recruitment and selection policies in place, prevent people who pose a risk of harm from working with children.

## **Allegations of abuse made against staff**

- Ensuring there are procedures in place to handle allegations against staff and refer correctly to the local authority designated officer (LADO).
- Meeting legal duties to make a referral to the Disclosure and Barring Service (DBS) if a person has been dismissed due to safeguarding concerns or would have been had they not resigned.

## **Allegations of abuse made against other children**

- Ensuring that there are strategies to minimise the risk of peer on peer abuse and procedures for investigating allegations in line with guidance by the Child Exploitation Protection Centre (CEOP) and the DfE's searching screening and confiscation advice.
- Ensuring that staff are trained to recognise the different gender issues that can be prevalent when dealing with peer on peer abuse.

## **Curriculum**

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Making sure that a broad and balanced curriculum will include personal, social and health education (PSHE) and sex and relationships education (SRE).
- Ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies, communication and social media and to use these responsibly
- Safeguarding children from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems.
- Ensuring that the school promotes tolerance and respect and prepares children and young people for life in modern Britain

## **Online safety**

The use of technology has become a significant component of many safeguarding issues, for example technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation. There are three categories of risk: content – being exposed to illegal, inappropriate or harmful material; contact – being subjected to harmful online interaction with other users; and contact – personal online behaviour that increases the likelihood of or causes harm.

The Governing Body is committed to doing all it reasonably can to limit children's exposure to the above risks from the school's IT system. As part of this process we will:

- ensure the school has appropriate filters and monitoring systems in place;
- whilst considering our responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, we will consider the age range of our pupils, the number of pupils, how often they access the school's IT system and the proportionality of costs versus risks;
- ensure the appropriateness of any filters and monitoring is informed in part by the risk assessment required by the Prevent Duty;
- 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.

The Governing Body has referred to the additional information and support in [Keeping Children Safe in Education \(September 2016\) Annex C: Online Safety](#). We have a clear policy on use of mobile technology in the school (link to school policy). We are committed to ensuring that online safety training for staff is integrated and aligned with our responsibilities to provide them with safeguarding training and ensure children are taught about safeguarding, including online.

### **Vulnerable children**

- Ensuring that staff have the skills, knowledge and understanding necessary to keep looked after children safe and are have the correct details about the child's care arrangements, social worker and LA virtual school Head Teacher.
- Appointing a designated teacher to promote the educational achievement of children who are looked after. Ensuring that s/he has appropriate training and that s/he works with the virtual school Head Teacher to discuss how pupil premium plus additional funding is best used to support the progress of looked after children and meets the needs identified in each child's personal education plan.
- Ensuring that staff are alert to the additional barriers that exist and the additional vigilance which is required to identify abuse and neglect for pupils with special educational needs and disabilities. These barriers can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration; the potential for children with Special Educational Needs and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing and signs; and communication barriers and difficulties in overcoming these barriers.
- Ensuring that repeated hate incidents, for example racist, homophobic, gender or disability-based bullying, are considered under child protection procedures.

## **5. THE HEAD TEACHER**

The Head Teacher 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.

### **Leadership and Management**

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In our school community any individual can contact the designated safeguarding lead (DSL) if they have concerns about a child or young person.

### **Quality assurance**

On behalf of the Governing Body, the Head Teacher will ensure that all staff read at least [Part One of Keeping Children Safe in Education \(September 2016\)](#).

The Head Teacher will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the above guidance.

This will include periodic audits of child protection files and records by the designated safeguarding lead.

The Head Teacher 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 with the Education Act 2002 Section 175 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](#).

## 6. SCHOOL PROCEDURES – STAFF RESPONSIBILITIES

It is the responsibility of every member of staff to know and understand the Child Protection and Safeguarding 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 Child Protection and Safeguarding policy is reviewed by the Governing Body. You will be provided with [Part one of Keeping Children Safe in Education \(September 2016\)](#) and will be expected to read and understand it.

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

You should be aware of the signs of abuse and neglect so that you are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect are described in [Appendix 4 – Indicators of harm](#). Additionally you should be aware of the causes and indicators of current risks that impact upon the safety of children and young people. More guidance is provided in [Appendix 5 – Guidance on Specific safeguarding issues](#). If you are unsure, you should always seek advice from the designated safeguarding lead.

All staff should know what to do if a child tells them that s/he is being abused or neglected. Staff are expected to know how to manage an appropriate level of confidentiality whilst liaising with relevant professionals. You should never promise a child that you will not tell anyone about an allegation – this may not be in the best interests of the child.

If any member of staff is concerned about a child s/he must inform the designated safeguarding lead. You must record information regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations ([Appendix 2 - Record of Concern](#)).

If the allegations raised by the staff member are against another child/children staff should follow the same procedures for referring a concern about a child's safety.

The designated senior lead will assess the information and consider if a child is in immediate danger or is at risk of harm. If the evidence suggests the threshold of significant harm, or risk of significant harm, has been reached, or if s/he is not clear if the threshold is met, the designated safeguarding lead will contact children's social care [Appendix 3 - Redbridge LCSB Thresholds](#). If it is decided to make a referral to children's services social care this will be discussed with the parents, unless to do so would place the child at further risk of harm. All concerns, discussions and decisions will be recorded in writing.

The exception to this process will be where a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, this must be immediately reported to the police. This is a statutory duty. The **teacher** must report directly to the police.

You will need to understand your role in the early help process: identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals. Particular attention will be paid to the attendance and development of each child about whom there are concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept. The designated safeguarding lead should be informed of the unexplained absence of any child or young person on a child protection plan.

The designated safeguarding lead is responsible for making colleagues aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

Every member of staff has a duty to refer safeguarding concerns to the designated safeguarding lead. However, if:

- concerns are not taken seriously by school leaders; or
- action to safeguard the child is not taken; and
- the child is considered to be at continuing risk of harm

then staff should speak to the designated safeguarding lead or contact Redbridge Children's Services Social Care (including out of hours) on 0208 708 5897. All staff should therefore 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 what has happened following the report. If you do not receive this information, you should be proactive in seeking it out.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the [Multi Agency Referral Form \(MARE\)](#). 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 help for the child at some point. [Redbridge LSCB Escalation and Resolution Policy](#)

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

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. If you do not feel that such concerns have been taken seriously by the senior leadership team, you should use the school's whistle blowing procedures (Link to School Whistle Blowing Policy). If you feel unable to raise an issue with the senior leadership team or feel that your concerns are not being addressed, other whistleblowing channels at LA level are open to you (refer to the school policy).

## 7. WHEN TO BE CONCERNED

All staff and volunteers should be aware that the main categories of abuse are:

- physical abuse
- emotional abuse
- sexual abuse
- neglect

All staff and volunteers should be aware of the signs of abuse and neglect. Knowing what to look for is vital to early identification. ([Appendix 4 - Indicators of harm](#)).

Generally, in an abusive relationship the child may:

- appear frightened of the parent/s or other household members e.g. siblings or others outside of the home;
- act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups);
- display insufficient sense of "boundaries", lack stranger awareness;
- appear wary of adults and display "frozen watchfulness".

In an abusive relationship, a parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses;
- have unrealistic expectations of the child;
- frequently complain about or to the child and fail to provide attention or praise;
- be absent;
- be misusing substances;

- persistently refuse to allow access on home visits by professionals;
- be involved in domestic violence and abuse;
- be socially isolated.

Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems (sometimes referred to as the 'toxic trio'), if they co-exist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

## 8. SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of specific safeguarding issues – some of which are listed below. They should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children and young people in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse (Appendix 5.7 or link to school policy)

The designated safeguarding lead and her/his team will ensure that members of staff have up to date guidance and practical support on specific safeguarding issues. Expert and professional organisations are best placed to provide this and there is a list of links to these professional and expert websites in [Appendix 6](#). Staff can also access government guidance on the government websites listed below:

- [bullying including cyberbullying](#)
- [children missing education](#) – and [Appendix 5](#) of this policy
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and [Appendix 5](#) of this policy
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and [Appendix 5](#) of this policy
- [forced marriage](#) - and [Appendix 5](#) of this policy
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls](#) (VAWG) For information only. Guidance commenced on 5 September 2016
- [hate](#)
- [mental health](#)
- [missing children and adults strategy](#)
- [private fostering](#)
- [preventing radicalisation](#) – and [Appendix 5](#) of this policy
- [relationship abuse](#)
- [sexting](#)

- [trafficking](#)

[Appendix 5](#), of this policy, on specific safeguarding issues contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read this appendix.

## 9. DEALING WITH A DISCLOSURE

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

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

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

## 10. RECORD KEEPING

When a child has made a disclosure, or when an individual has concerns about a child’s welfare the member of staff/volunteer should:

- make brief notes immediately after the conversation;
- make a complete and formal record as soon as possible afterwards. Use the school record of concern sheet ([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 need to the designated safeguarding lead immediately.

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

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

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

## 11. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

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

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

Concerns about data protection and confidentiality will not come before safeguarding a child. Our approaches to confidentiality and information sharing have taken into account [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

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

## 12. COMMUNICATION WITH PARENTS

We will:

- Ensure the safeguarding and child protection policy is published on the school website and on display in the entrance foyer.

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

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

### 13. INTER-AGENCY WORKING

No single professional can have a full picture of a child's needs and circumstances. If children are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

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

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

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

### 14. WHISTLE-BLOWING AND COMPLAINTS

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

All staff members are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Head Teacher, the Chair of the 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. For more detail see our *Whistle Blowing Policy*.

### 15. CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

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

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

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

## 16. 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.

## 17. SAFER RECRUITMENT

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

The Governing Body will reach a clear and reasonable rationale for its decisions about the suitability of each prospective employee based on statutory checks and evidence including: criminal record checks (DBS checks), barred list checks, prohibition checks and, as appropriate, checks, under the Childcare (Disqualification) Regulations 2009. We will also obtain verification of identity, of mental and physical fitness to carry out work responsibilities and of professional qualifications, as appropriate. We will seek confirmation of the applicant's suitability and capacity through interview and her/his experience and history through references. Individuals who have lived or worked outside the UK will undergo the same checks as all other staff. We will make further checks we consider appropriate, so that any relevant checks that occurred outside the UK can be considered, including a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services system. We will take proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

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

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

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

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

## 18. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

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

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

This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life. It also applies regardless of whether the alleged abuse took place in our school.

If any member of staff has concerns that a colleague or volunteer might pose a risk to children, it is your duty to report these to the Head Teacher. Where the concerns or allegations are about the headteacher, these should be referred to the Chair of Governors.

The Chair of Governors in this school is:

**NAME: Deon Wilson    0208 5044650**

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

If an allegation is determined to be unsubstantiated, it will be referred to children's social care to determine whether the child is in need of services or may have been abused by someone else. If an allegation is deliberately invented, the headteacher may take disciplinary action against the pupils or adult who reported the allegation.

It is the duty of the Governing Body to ensure that there are procedures in place to handle allegations against teachers, headteachers, other staff and volunteers. Our procedures are based upon the guidance in [Keeping Children Safe in Education \(September 2016\)](#) Part four.

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

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

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

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

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

**Local Authority Designated Officer** 020 8708 5350 [GM\\_LADO@redbridge.gov.uk](mailto:GM_LADO@redbridge.gov.uk)

The LADO referral form can be downloaded from the [LSCB website](#)

The designated officer and the case manager will consider the nature, content and context of the allegation and agree a course of action. This initial sharing of information may lead to an evaluation that the allegation does not meet the thresholds and no further action is to be taken. The decision, and its rationale will be recorded by both the case manager and the LADO and both will agree what information is put in writing to the member of staff and what actions are to be taken with regard to the individual and those who made the allegation.

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

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

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

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

It is extremely important that when an allegation is made, we make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. The case manager will take advice from the LADO, police and children's social care services to agree who needs to know and what

information can be shared; how to manage speculation, leaks and gossip; what if any information can be reasonably give to the wider community to reduce speculation; and how to manage press interest if and when it should arise.

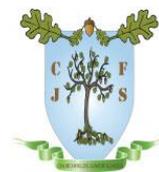
If an adult in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned, the headteacher or Chair of Governors must make a referral to the Disclosure and Barring Service (DBS). This is a legal duty and failure to refer when the criteria are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

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

## APPENDIX 1– LINKED POLICIES AND PROCEDURES

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

- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Children Missing from Education Procedures
- Complaints Procedure
- Drug Education Policy
- Equalities Policy
- Keeping Records of Child Protection and Welfare Concerns
- Health and Relationship Education Policy
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Medical Room Procedures Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Online Safety Policy
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- Prevention of radicalisation, extremism and terrorism – with separate and confidential documentation of risk assessments
- Personal, Social and Health Education Policy
- Recruitment and Selection Policy and Procedures
- Religious education Policy
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Special Educational Needs and Disabilities Policy
- Staff code of conduct - including policy on the acceptable use of technologies and communications and the use of social media



**APPENDIX 2– CHURCHFIELDS JUNIOR SCHOOL RECORD OF CONCERN**

Child's Name:		Child's DOB:	
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional Information: (context of concern/disclosure)			
Your response: (what did you do/say following the concern)			
Your name:		Your signature:	
Your position in school:		Date and time of this recording:	
Action and response of designated safeguarding lead / headteacher			
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?	
Name:..... Date:.....			

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

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

### EXAMPLE OF RECORDED NOTE

On Wednesday 14<sup>th</sup> July 2017 at about 11.15am, just after morning break, I saw Susan Winner aged 7 years, a 3X pupil. Susan had been quiet in class all morning and was not her usual chatty self. I noticed this morning Susan came into class with a long thin scratch mark across her left cheek. It ran from just under the outside of her left eye across her cheek to just above the jaw line. It was about 2 1/2 inches long. I don't remember seeing it the day before. I called Susan into my office.

I spoke to her to check out if anything was wrong. She told me that her "face hurt" and showed me the mark on her face. We agreed she had better see Mrs Storey our first aider. It looked sore and red. Susan said that it had happened last night, "I was staring at my brother and my mum went into one. She said I was winding him up. I wasn't. She then wiped me across the face." She swung her left hand and showed a blow with the back of the hand and said that was how she was hit.

She told me she lives at home with her mother and 2 year old brother. Her mother's boyfriend had left about a month ago.

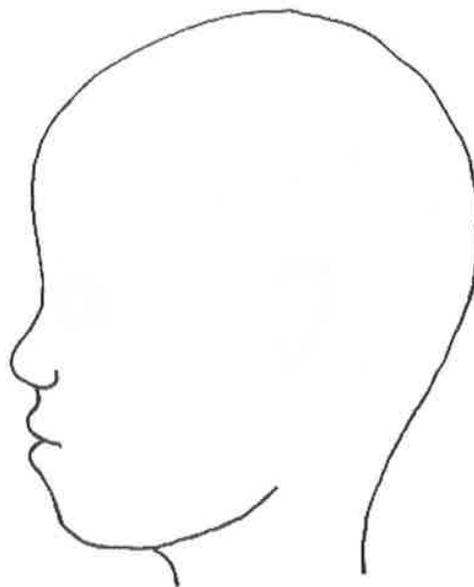
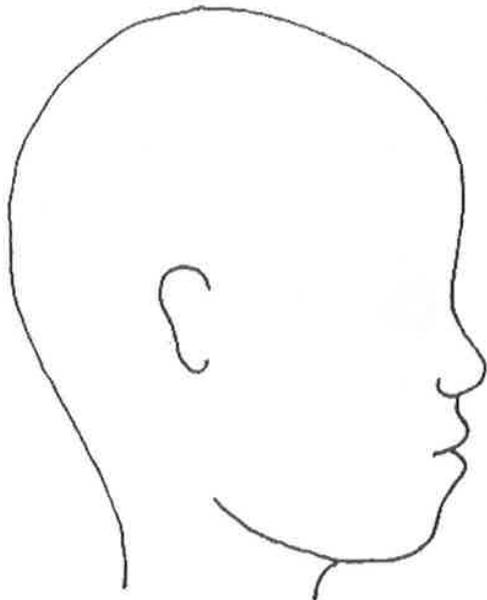
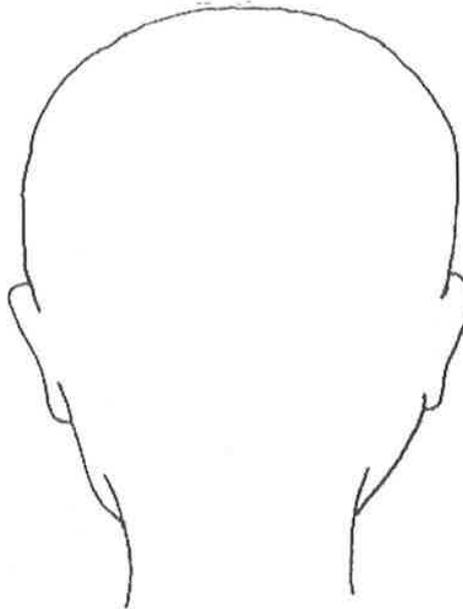
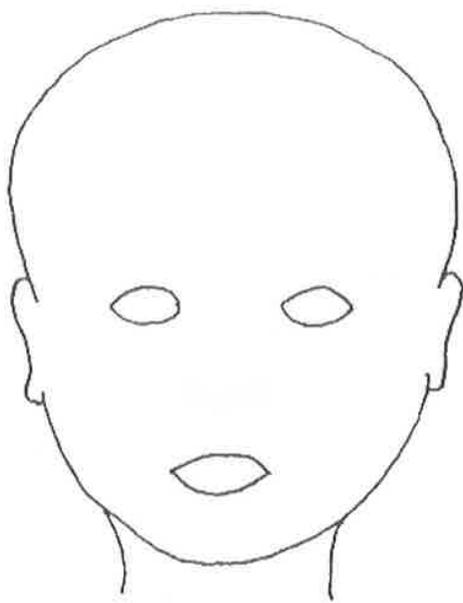
I asked her how her mother treated her brother when she was annoyed. She said, "He doesn't get hit, she only shakes him, that's not fair."

When speaking to Susan she was anxious her mother didn't get into trouble and spoke of her mother being upset recently and having problems.

About 11.35am I then discussed the matter with Mrs Emeny who made a referral to the Child Protection and Assessment Team. I wrote these notes at 12.20pm in the study room at Churchfields Junior School during my lunch break.

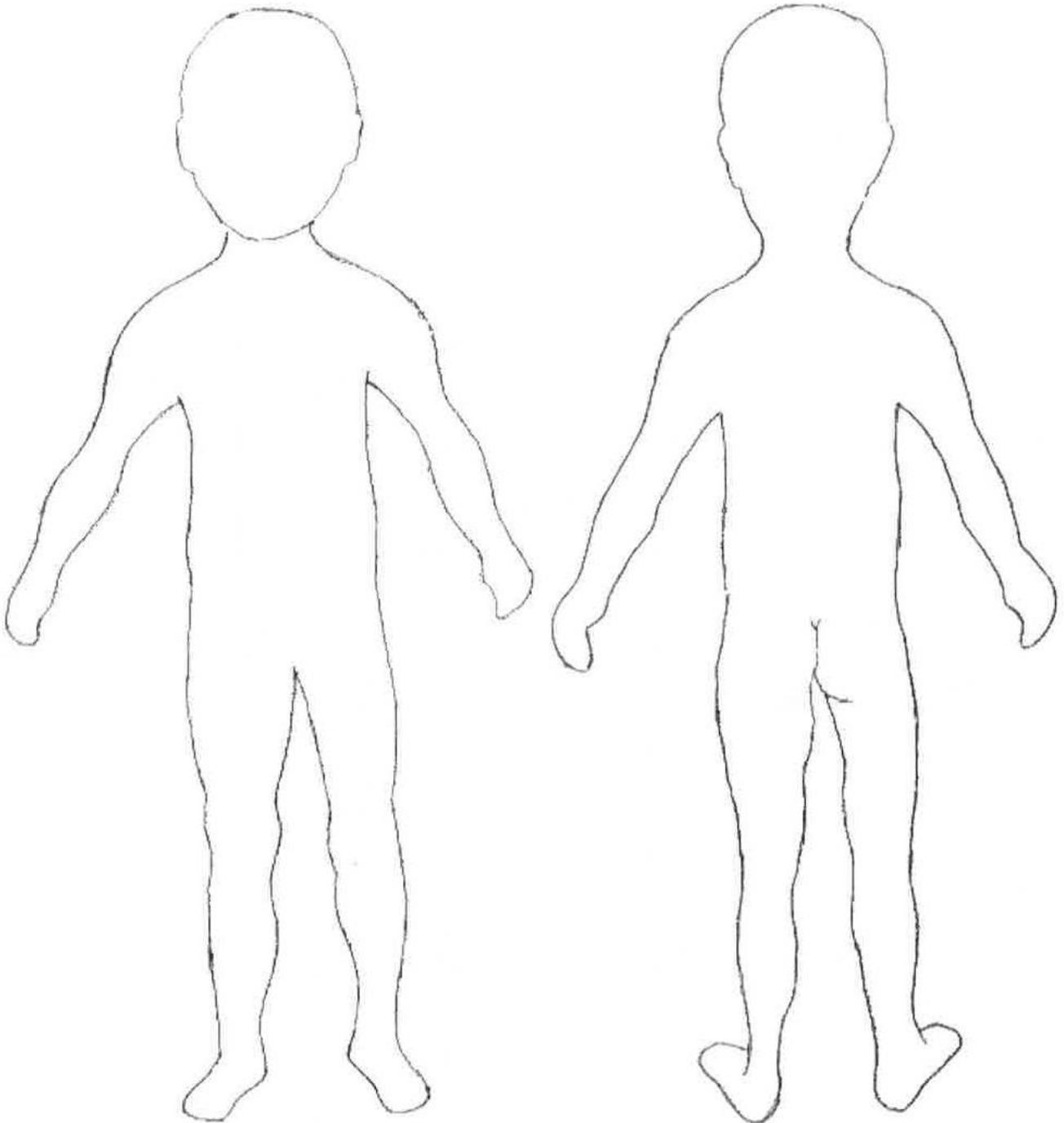
**APPENDIX 2- BODY MAP**

First Name:	Last name:
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First Name:

Last name:



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

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

## APPENDIX 4 – INDICATORS OF HARM

### PHYSICAL ABUSE

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

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

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

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

#### Bruising

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

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

#### Fractures

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

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

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

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

### **Mouth Injuries**

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

### **Poisoning**

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

### **Fabricated or Induced Illness**

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

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

### **Bite Marks**

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

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

### **Burns and Scalds**

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

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

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

The following points are also worth remembering:

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

### **Scars**

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

### **Emotional/behavioural presentation**

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanation provided for an injury

### **Indicators in the parent**

May have injuries themselves that suggest domestic violence

Not seeking medical help/unexplained delay in seeking treatment

Reluctant to give information or mention previous injuries

Absent without good reason when their child is presented for treatment

Disinterested or undisturbed by accident or injury

Aggressive towards child or others

Unauthorised attempts to administer medication

Tries to draw the child into their own illness

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids

Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care

May appear unusually concerned about the results of investigations which may indicate physical illness in the child

Wider parenting difficulties; may (or may not) be associated with this form of abuse

Parent/carer has convictions for violent crimes

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

Marginalised or isolated by the community

History of mental health, alcohol or drug misuse or domestic violence

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

## **EMOTIONAL ABUSE**

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

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

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

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

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

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

### **Indicators in the child**

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self-esteem and lack of confidence

Withdrawn or seen as a "loner" – difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self-harm  
Fear of parents being contacted  
Extremes of passivity or aggression  
Drug/solvent abuse  
Chronic running away  
Compulsive stealing  
Low self esteem  
Air of detachment – “don’t care” attitude  
Social isolation – does not join in and has few friends  
Depression, withdrawal  
Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention  
Low self-esteem, lack of confidence, fearful, distressed, anxious

### **Indicators in the parent**

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

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

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

## **SEXUAL ABUSE**

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

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

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

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

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

### **Indicators in the child**

### **Physical presentation**

Urinary infections, bleeding or soreness in the genital or anal areas  
Recurrent pain on passing urine or faeces  
Blood on underclothes  
Sexually transmitted infections  
Vaginal soreness or bleeding

Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.

Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### **Emotional/behavioural presentation**

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

### **Indicators in parents**

Comments made by the parent/carer about the child  
Lack of sexual boundaries  
Wider parenting difficulties or vulnerabilities  
Grooming behaviour  
Parent is a sex offender

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

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

## **NEGLECT**

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

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

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

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

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

### **Indicators in the child**

#### **Physical presentation**

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with old injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea

Unmanaged/untreated health/medical conditions including poor dental health

Frequent accidents or injuries

#### **Development**

General delay, especially speech and language delay

Inadequate social skills and poor socialisation

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

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness

Frequently absent or late at school

Poor self esteem

Destructive tendencies

Thrives away from home environment

Aggressive and impulsive behaviour

Disturbed peer relationships

Self-harming behavior

### **Indicators in the parent**

Dirty, unkempt presentation

Inadequately clothed

Inadequate social skills and poor socialisation

Abnormal attachment to the child e.g. anxious

Low self-esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene

Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent

Child abandoned or left alone for excessive periods

Wider parenting difficulties may (or may not) be associated with this form of abuse

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

History of neglect in the family

Family marginalised or isolated by the community

Family has history of mental health, alcohol or drug misuse or domestic violence

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

### **LSCB Neglect toolkit and guidance**

A Neglect toolkit is available in Redbridge which can be used by designated safeguarding leads to support the identification .....

<http://www.redbridgescb.org.uk/wp-content/uploads/2017/03/Redbridge-LSCB-Neglect-Toolkit-and-Guidance-2014.pdf>

## SIGNS AND INDICATORS

<p>Signs of sexual Abuse</p> <ul style="list-style-type: none"> <li>- Sudden changes in behaviour or school performance</li> <li>- Inappropriate sexualised behaviour</li> <li>- Tendency to cling, need reassurance</li> <li>- Tendency to cry easily</li> <li>- Regression to young behaviour</li> <li>- Apparent secrecy</li> <li>- Anorexia or bulimia</li> <li>- Unexplained pregnancy</li> <li>- Phobias, panic attacks</li> <li>- Distrust of a familiar adult</li> </ul>	<p>Signs of Emotional Abuse</p> <ul style="list-style-type: none"> <li>- Physical, mental and emotional development lags</li> <li>- Over-reaction to mistakes</li> <li>- Compulsive stealing, scavenging</li> <li>- Running away</li> <li>- Sudden speech disorders</li> <li>- Drug solvent abuse</li> <li>- Self-mutilation</li> <li>- Extremes of passivity or aggression</li> <li>- Admission of punishment which appears excessive</li> <li>- Fear of parents being contacted</li> </ul>
<p>Signs of Neglect</p> <ul style="list-style-type: none"> <li>- Constant hunger</li> <li>- Poor personal hygiene</li> <li>- Poor state of clothing</li> <li>- Emaciation</li> <li>- Frequent lateness or non-attendance at school</li> <li>- Untreated medical problems</li> <li>- Destructive tendencies</li> <li>- Low self esteem</li> <li>- Neurotic behaviour</li> <li>- No social relationships</li> <li>- Running away</li> <li>- Compulsive stealing or scavenging</li> </ul>	<p>Signs of Physical Abuse</p> <ul style="list-style-type: none"> <li>- Unexplained injuries or burns, particularly recurrent</li> <li>- Improbable excuses</li> <li>- Refusal to discuss injuries</li> <li>- Untreated injuries</li> <li>- Withdrawal from physical contact</li> <li>- Arms/legs covered in hot weather</li> <li>- Aggression towards others</li> <li>- Fear of medical help</li> <li>- Fear of returning home</li> <li>- Running away</li> <li>- Bald patches</li> <li>- Self-destructive tendencies</li> </ul>

## APPENDIX 5 – GUIDANCE ON SPECIFIC SAFEGUARDING ISSUES

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

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

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

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

## Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the

person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

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

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

#### **Indicators**

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

#### **Actions**

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

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

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such

cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Information on when and how to make a report can be found at -

[Mandatory reporting of female genital mutilation procedural information](#)

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

## 5.5 Forced marriage

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

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

## 5.6 Further information on preventing radicalisation

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

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

## Prevent

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

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

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

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

## Channel

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- carrying out a risk assessment of the pupil or student;

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

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

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

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

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

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

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

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

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

welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

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

## APPENDIX 6 – CONTACTS AND USEFUL INFORMATION

<b>Child Protection &amp; Assessment Team</b> CPAT.referrals@redbridge.gov.uk	020 8708 3885
<b>Children Missing from Education</b> cme@redbridge.gov.uk	020 8708 6047 / 3838
<b>Children with Disabilities Team</b> CPAT.referrals@redbridge.gov.uk	020 8708 6092
<b>Children’s Services Complaints</b> ChildrensComplaints@redbridge.gov.uk	020 8708 5174
<b>Emergency Duty Team (Out of Hours)</b>	020 8708 5897
<b>Local Authority Designated Officer</b> GM_LADO@redbridge.gov.uk	020 8708 5350
<b>Local Safeguarding Children Board</b> LSCB@redbridge.gov.uk	020 8708 5282

### Weblinks:

#### Ofsted

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

#### Redbridge LSCB

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

#### Department for Education

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

#### Keeping children safe online

[UK Safer Internet Centre: appropriate filtering and monitoring](#)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)  
[www.saferinternet.org.uk](http://www.saferinternet.org.uk)  
[www.internetmatters.org](http://www.internetmatters.org)  
[www.childnet.com/cyberbullying-guidance](http://www.childnet.com/cyberbullying-guidance)  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)  
[educateagainsthate.com](http://educateagainsthate.com)  
[www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)  
[www.ceop.gov.uk](http://www.ceop.gov.uk)  
[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)