



## **Safeguarding and Child Protection 2024**

*(Aligned with Keeping Children Safe in Education September 2024)*

<b>Named personnel with designated responsibilities for Safeguarding and Child Protection 2024 - 2025</b>	
Headteacher	Mr Remo Iafrate
Designated Safeguarding Lead (DSL)	Mrs Antonia Edghill
Deputy Designated Safeguarding Leads (DDSLs)	Mr Jon Cullenboodhoo Ms Lucy McLean Mrs Kathy McCaffery Miss Timea Richards
Designated Governor for Safeguarding & Child Protection	Mr Colm Nolan
Chair of Governors	Mr David Backhouse MBE

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**Approved:** 3<sup>rd</sup> December 2024  
**Next Review:** Autumn Term 2025

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## 1. Introduction

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

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

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

The latest version of this policy is available on the school's website and upon request.

The school follows Redbridge Local Authority's (LA's) multi-agency safeguarding arrangements.

## 2. Definitions and Explanations

### 2.1 Safeguarding

In line with 'Keeping Children Safe in Education 2024', safeguarding is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
- Protecting children from maltreatment, **whether that is within or outside the home, including online** (this last part has been added)
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Note:** Children includes everyone under the age of 18.

### 2.2 Protected Characteristics (PC)

The Public Sector Equality Duty (PSED) for education settings includes a need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures. What are protected characteristics?

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

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

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## 2.3 Children with Special Educational Needs and Disabilities (SEND)

Children with SEND can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

To address these additional challenges, schools should consider extra pastoral support for children with SEND. Further information can be found in the DfE's:

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

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find local IAS service ([councilfordisabledchildren.org.uk](http://councilfordisabledchildren.org.uk))

Women and girls in particular are put at risk by narratives that normalise sexual harassment and abuse, promote unhealthy relationship behaviours and victim blaming. Similarly, the sharing of homophobic and transphobic content by some influencers can inform behaviour and attitudes towards LGBT+ young people in schools. Toxic masculinity is also harmful and restrictive to boys and men. Promoted stereotypes contribute to existing narratives that restrict and undermine help-seeking – especially in relation to mental health and emotional wellbeing. Some online spaces even direct young people towards other harmful content, including content that promotes self-harm and suicide.

## 2.4 Misogyny and Safeguarding

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

## 2.5 Racism and Safeguarding

Many children and young people who come from Black, Asian and minoritised ethnic communities experience racism, bias, stereotyping or cultural misunderstanding as they grow up. It might happen at an individual, institutional or societal level and might be displayed consciously or unconsciously. This can result in some children being more likely to come to the attention of child protection services, while other children are less likely to receive effective support. The NSPCC have some useful advice about talking to children about Racism. [Talking to children about racism | NSPCC](#)

## 2.6 Adultification

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

## 2.7 Rights of the Child

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

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,
- and
- Protocol 1, Article 2: protects the right to education

Schools have obligations under the [Equality Act 2010](#). The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools, advice on this – including on specific duties can be found [here](#)

## 2.8 UNICEF Child Friendly Redbridge

The LA will place children at the heart of its decision-making process. There are 5 focuses from this ambitious pledge:

1. Children's views being respected and heard
2. Ensuring both family and community play a part in creating Child Friendly Redbridge
3. Giving the borough's children and young people the best opportunities for education and work
4. Ensuring children in Redbridge are given the best start in life

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5. Empowering and giving the borough's children and young people their say in the decisions that affect them

### 3. Roles and responsibilities

#### 3.1 Designated Safeguarding Lead (DSL and Deputies):

- The DSL will take lead responsibility for safeguarding with the support of the Deputy DSLs.
- Be available during term time for staff to discuss any safeguarding concerns.
- Lead on referrals to the LA's children's social care, the Channel Programme where there is a radicalisation concern, the DBS where relevant in relation to allegations of abuse made against staff, and where a crime has been committed to the Police as required with reference to the guidance NPCC- When to call the Police.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners and share information with them as required.
- Liaise with the Headteacher to keep him informed of issues, especially police investigations and ongoing enquiries under section 47 of the Children Act 1989.
- Liaise with the case manager as required and the LADO for child protection concerns in cases which concern a staff member.
- Liaise with relevant staff in school, e.g., SENCO, Senior Mental Health Lead, attendance lead, online safety providers etc.
- Promote engagement with parents and/or carers in safeguarding and promoting the welfare of children.
- Take lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues of students and through identifying the impact these may have on attendance, engagement and achievement at school.
- Work with staff to ensure that the school knows the cohort of children who have or have had a social worker, their academic progress and attainment and maintain high aspirations for this cohort and support staff to enable these students to meet their potential.
- Ensure records are kept in line with good record-keeping practice as outlined in the latest Keeping Children Safe in Education.
- Ensure CP files are transferred to new schools within 5 days, ensuring safe transit and confirmation of receipt.
- Ensure that this policy and safeguarding procedures are accessible to all new and existing staff, that this is reviewed at least annually and is available publicly.
- Liaise with local safeguarding partners to ensure that staff are aware of any training opportunities and the latest local policies.
- Update training at least every two years covering the content outlined in KCSIE and ensure any Deputy DSLs also renew this training.
- Update own knowledge and skills at least annually.
- Work to understand the views of students and encourage a culture of listening to students.
- Hold and share information in line with Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and the guidance around information sharing in KCSIE.

- Adopt a sensible ‘Use of Reasonable Force Policy’ which outlines the procedures to be followed.

### **3.2 Governing Body**

- Review and approve this policy and hold the Headteacher to account over its implementation.
- Appoint a Safeguarding Governor to oversee compliance and the effectiveness of this policy.
- Read and understand Keeping Children Safe in Education and review this guidance at least annually.
- Engage with safeguarding training, including training at induction, that equips Governors with the skills to provide strategic challenge in relation to safeguarding.
- Review the filtering and monitoring system and processes to ensure compliance with Keeping Children Safe in Education.

### **3.3 All staff**

- Receive appropriate safeguarding and child protection training including online safety which, amongst other things, includes an understanding of the expectations, applicable roles, and responsibilities in relation to filtering and monitoring.
- Receive safeguarding updates regularly through briefings, newsletters and at least annually, that provide the relevant skills and knowledge to safeguard students effectively.
- Understand the local early help process and staff’s role in relation to it and the circumstances students may be in who might benefit from this as listed in part 1 of KCSIE.
- Understand the process for making referrals to LA’s Children’s Social Care and for statutory assessments under the Children Act 1989, especially section 17 (Children in Need) and section 47 (Child Protection) that may follow a referral, along with the role they might be expected to play in such assessments, for example supporting the safeguarding team with collecting information for enquiries or multi-agency meetings.
- Understand that the process for making referrals locally is to the Multi Agency Safeguarding Hub (MASH)
- Know what to do if a student tells them they are being abused, exploited, or neglected and to maintain an appropriate level of confidentiality.
- Know not to promise a student that they will not tell anyone about a report of any form of abuse.
- Reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting.
- Be aware that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/ or they may not recognise their experiences as harmful. This should not prevent professional curiosity and discussions with the DSL.
- Know the indicators of abuse and neglect and exercise professional curiosity and that such issues are rarely standalone ones.
- Be aware of extra-familial and/ or contextual risks which occur outside of the families e.g., sexual abuse, domestic abuse, criminal exploitation, serious youth violence, county lines and radicalisation.
- Be aware that technology is a significant component in many safeguarding and wellbeing issues and the risks young people face online.

- Know how to report concerns about safeguarding practices within the school via whistleblowing procedures or other means.
- Know how to report concerns if staff have a safeguarding concern, or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) harming or posing a risk of harm to children through the following process:
- Read and understand part 1 and Annex B of Keeping Children Safe in Education (KCSiE) and at least annually.
- Read the 'Low Level Concerns Policy'
- Read the [Whistle-blowing Policy](#)
- Attend and engage with induction training, including reading and understanding the:
  - this Safeguarding and Child Protection Policy
  - the Behaviour for Learning Policy and the measures taken to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
  - the Code of Conduct for Staff
  - safeguarding response to children who go missing from education as set out in the Attendance Policy

### Responding to and recording concerns

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

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

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

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

Staff who have a concern about a student's welfare or have a student make a disclosure to them, should act immediately in accordance with this policy. In those circumstances staff must **always** seek advice from the DSL or Deputy DSLs.

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

In cases of emergency, call the Police on 999.

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

- not to promise a student that they will not tell anyone.
- the need to reassure victims that they are being taken seriously and assure them that they are not causing a problem by reporting it.
- All staff should be aware that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their

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experiences as harmful. This should not prevent professional curiosity and a discussion with the DSL.

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

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

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

If the DSL and Deputy DSLs are not available, staff should consider speaking to another member of SLT without further delay or contact Children's Social Care for advice or to make a referral. [CPAT.Referrals@redbridge.gov.uk](mailto:CPAT.Referrals@redbridge.gov.uk). Any such action should be shared with the DSL as soon as is practically possible thereafter recorded on CPOMS.

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

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

- Ensure that information relating to another child is not identifiable unless it is relevant to avoid any breach of GDPR.
- Check that the student is a Redbridge resident – use an online postcode checker if unsure
- Ensure the correct MARF form is being used (other forms will not have the correct fields)
- If the student is known to Children's Social Care or the Early Intervention Service/Families Together Hub, contact the allocated Social Worker or Family Support Worker direct with the concerns, instead of using a MARF.
- Contact details for professionals already working with the family can be obtained from Child Protection Assessment Team (CPAT) - tel: 020 8708 3885.

#### **4. Early Help**

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

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer

- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded.
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited • has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

## 5. Redbridge Common Assessment Framework Process (CAF)

A CAF is a **whole family assessment** which covers key areas within a child and family's life, to identify the strengths and where **additional support** may be needed through a multi-agency approach.

A CAF can be **completed by any Early Help professional** who is working with a child/young person and the family live in Redbridge.

**A CAF is to be used when a member of staff is** worried about a child or young person, or their parent/carer raises a concern, which does not meet threshold to suggest statutory social care involvement is required. The CAF can be used when a child/young person's needs are unclear and require further information gathering.

To be sure needs are appropriate for level 2 and there is not an existing assessment & plan in place, complete a CAF enquiry before commencing a CAF; all the below information should be sent with parental consent to CAF Admin [CAFAdmin@redbridge.gov.uk](mailto:CAFAdmin@redbridge.gov.uk)

**Child's name:**

**D.O.B:**

**Gender:**

**Ethnicity:**

**Address:**

**Reason for considering CAF:**

## 6. Online safety

The school recognises that the use of technology has become a significant component of many safeguarding issues, including child-on-child abuse. It also recognises that students need to be safeguarded from potentially harmful and inappropriate online material and the school's role within this. To address this, the school strives to:

- Have clear procedures in place to ensure the online safety of all staff and students
- Educate the school community in the safe and responsible use of online technology
- Set clear expectations for the use of online technology, including mobile phones

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The approach to online safety is framed by four main areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To address the risks above, the school will:

- Teach students about online safety through computing and PSHE lessons and other relevant subjects
- Inform parents about what their child is being asked to do online by the school
- Train all staff on online safety, including filtering and monitoring
- Train all staff in online safety, including at induction

The school has clear guidance for the school community on acceptable use of technology and the use of mobile phones and smart technology a behaviour policy that aligns with this.

Staff are advised to keep all communications with parents and students between the hours of 8am-8pm Monday-Friday.

## 7. Filtering and Monitoring

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

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

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

It filters and monitors the following content:

- Bullying
- Offensive User
- Sexual content
- Over sharer
- Grooming
- Terrorism/extremism

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- Vulnerable Person
- General Risk
- Violence

When a breach is detected, the school receives a notification. The system works 24/7 and any breaches or notifications will be reviewed and responded to within school hours. As such, the filtering and monitoring system does not replace the need for parents and staff to promote online safety and also provide forms of physical monitoring to students.

When the filtering and monitoring system detects concerning usage, this will be recorded on CPOMS and appropriate action taken, including a referral to Children's Social Care, when necessary.

The DSL has lead responsibility for understanding the filtering and monitoring systems and processes in place. The DSL and deputies monitor the effectiveness of this system.

The school takes care to not 'over block' content, so that there are not unreasonable restrictions on what students can be taught regarding online safety.

The processes in place have been informed by a risk assessment, as required by the Prevent Duty.

For more information on filtering and monitoring, contact the Headteacher.

## 8. Whistleblowing

The school recognises that adults working in a school may cause harm, including agency staff, visitors, and governors. Any concerns about a member of staff posing a risk of harm to children should immediately be referred to the Headteacher. These concerns could include where anyone working in the school has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

Where there are concerns about the Headteacher, these should be referred to the Chair of Governors.

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

The school's whistleblowing policy can be found [here](#).

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

## 9. Children potentially at greater risk of harm

The school recognises that children with social workers may potentially be at greater risk of harm and need further support. Children may need this support due to abuse, neglect or complex family circumstances. All staff are aware that these students may face additional barriers to their attendance, learning or behaviour. These needs are considered, with regular liaison with the relevant social worker to put appropriate support in place.

The school also recognises that low or erratic attendance and Children Missing Education (CME) may be an indicator of abuse or neglect. All staff should be aware that children being absent from school or college, particularly repeatedly and/ or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities which may include abuse, neglect, sexual abuse, exploitation, child criminal exploitation, county lines involvement, mental health problems, risk of substance misuse, so called 'honour' based violence.

The school knows that early intervention is essential to help prevent the risks of a child going missing in the future. The pastoral teams track attendance thoroughly, addressing concerns without delay and liaising with the Attendance Lead/Education Welfare Officer (EWO) where needed.

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

Parents are strongly urged to provide two emergency contacts for their child, updating them without delay if they are changed. Procedures for how to notify the school of an absence is explained to all parents. When a student leaves the name of their new school and expected start date will be recorded.

Students who are, or are perceived to be, lesbian, gay, bisexual or transgender (LGBT) can be targeted by other children. Staff at school will work to reduce the additional barriers faced by such students and provide a safe space for them to speak out or share concerns with staff. LGBT inclusion will also be covered within the RSE curriculum.

Students with special educational needs (SEN), disabilities or certain health conditions can face additional safeguarding barriers when recognising abuse and neglect for reasons including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- being more prone to peer group isolation than other children
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.
- Cognitive understanding- being able to understand the difference between fact and fiction in online content and then repeating the content/ behaviours in schools or the consequences of doing so.

The school will identify students who may be more at risk of harm and take action to ensure their safety, including:

For further details, see the school's SEND Policy.

#### 10. Designated Teacher for Children Looked After (CLA):

*The Designated Teacher for Children Looked After (CLA): Mrs Antonia Edghill*

- Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.
- Work with the Virtual School headteacher to promote the educational achievement of previously children looked after.

Statutory guidance on [Promoting the education of children looked-after and previously children looked-after](#) contains further information on the roles and responsibilities of virtual school head. [Virtual.school@redbridge.gov.uk](mailto:Virtual.school@redbridge.gov.uk)

#### 11. Records and information sharing

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

The safeguarding records include:

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

The school has due regard to the relevant data protection principles, understanding that the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure. The school understands that the Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.

In line with the school's mandatory duty, it will notify the LA if it becomes aware of any private fostering, to allow them to check the arrangement is suitable and safe for the child. Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

#### 12. Site safety

All staff members have a responsibility to ensure the buildings and school site are secure and to report any concerns that may occur.

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The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out 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 by staff.

The school will not tolerate the behaviour of any individual, parent or anyone else, that threatens 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 and advice being sought from local safeguarding partners.

### 13. Child-on-child abuse

- In line with its strong commitment to safeguarding, the school believes that all children have a right to learn in a safe environment and take a whole-school approach to child-on-child abuse which includes preventative work, appropriate responses, and a zero-tolerance approach to abuse.
- Our staff recognise that children of any age or gender can be capable of abusing other children, which can happen both inside and outside of school and online. This behaviour will be dealt with in line with the Behaviour Policy.
- This child-on-child abuse can include, but is not limited to:
  - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
  - abuse in intimate personal relationships between children (also known as teenage relationship abuse)
  - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - sexual violence and harassment
  - causing someone to engage in sexual activity without consent
  - consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery)
  - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
  - up skirting which is a criminal offence
  - initiation-type violence and rituals

All of the above are examples of abuse and should never be tolerated or passed off as 'banter,' 'just having a laugh', 'boys will be boys' or 'part of growing up', as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The school recognises that the gendered nature of child-on-child abuse makes it more likely that girls will be victims and boys perpetrators but all reports will be taken seriously. All concerns must be passed onto the DSL (or a Deputy DSL).

- The risk of child-on-child abuse is minimised through the school's extensive PSHE curriculum and pastoral programmes, including assemblies and other key messages. All staff understand the importance of challenging inappropriate behaviours between peers and their role in preventing and responding to child-on-child abuse. Staff understand that even if there are no reports of child-on-child abuse in the school, it does not mean it is not happening; it may be the case that it is just not being reported. Students can report any child-on-child abuse via the

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school's website, direct email to the Safeguarding team, messaging using MS Teams or to any adult within the school.

Any cases of child-on-child abuse will be thoroughly investigated, with the victim always being taken seriously and both the victim and alleged perpetrator given appropriate support. Support will take the child's wishes into account and may include increased pastoral support, a mentor, access to counselling and a referral to external services. The school will liaise with the Police and children's social care as necessary. Where there has been a report of sexual violence, an immediate risk assessment will be made, considering the needs of the victim, the alleged perpetrator, and other students. All allegations of child-on-child abuse will be recorded in the safeguarding files.

In cases where nudes or semi-nudes have been shared, guidance given to schools by the UK Council for Internet Safety (UKCIS) will be followed:

Incidents are recorded in line with the normal record-keeping processes. Staff must record their concern or the disclosure using CPOMS.

## Appendix 1: Types of abuse and safeguarding concerns

KCSIE splits abuse into four main categories:

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

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

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

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

There are a number of other safeguarding concerns that ALL staff need to be aware of. These are detailed further in Annex B of KCSIE which all staff should read:

**Child Criminal Exploitation (CCE):** where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation

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- 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

**County lines:** a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas, using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

- **Serious violence:** where children are involved with serious violent crime. Indicators may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries.

There are a range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

**Child Sexual Exploitation (CSE):** occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Indicators can be similar to the indicators of CCE, as well as:

- referring to older children or adults as 'boyfriends' or 'girlfriends'; and
- children who suffer from sexually transmitted infections or become pregnant.

**Modern Slavery and the National Referral Mechanism:** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

**Child abduction and community safety incidents:** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers.

**Cybercrime:** criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded

- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

**Domestic abuse:** The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse can have a serious, long lasting emotional and psychological impact on children and therefore children are now classified as victims and not merely witnesses where domestic abuse occurs. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

### **Operation Encompass**

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

**Homelessness:** being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. It should also be recognised in some cases that 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

**'Honour-based' abuse (HBA):** encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving

"honour" often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

**Harmful Sexual Behaviour (HSB):** is an umbrella term that describes a range of sexual behaviours. Hackett et al. (2016) define HSB as "sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult".

This definition captures a range of behaviours, both offline and online, such as sexualised, gendered or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape. Sexual behaviours are seen across a continuum ranging from normal and appropriate sexual behaviours that are expected from people of a certain developmental age through to sexual behaviours that are inappropriate, problematic, abusive or violent. For more information on [HSB](#).

**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.

Schools can play an important role in safeguarding children from forced marriage. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

**Female Genital Mutilation (FGM):** covers 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 to report to the police where they discover that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence and they should not be examining students. If a victim discloses that FGM has been carried out on them, teachers must personally report to the police.

The duty does not apply in relation to at risk or suspected cases-these should be discussed with the DSL, in line with the referral process.

Potential risk factors may include:

- a female child is born to a woman who has undergone FGM
- a female child has an older sibling or cousin who has undergone FGM
- a woman/family believe FGM is integral to cultural or religious identity
- a parent or family member expresses concern that FGM may be carried out on the girl
- a girl talks about FGM in conversation, for example, a girl may tell other children about it
- being taken on a long holiday to country where FGM is prevalent

**Radicalisation:** It is recognised that children are vulnerable to extremist ideology and radicalisation.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection.

The school adheres to the Prevent Duty and has "due regard to the need to prevent people from being drawn into terrorism". Students' resilience to radicalisation is built by providing a safe environment for debating controversial issues, promoting fundamental British values.

Staff should be alert to changes in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying or advocating violence, especially to other faiths or cultures
- intolerance of difference, including faith, culture, gender, race or sexuality

Staff receive training on the Prevent duty by Redbridge LA.

If the school needs to make a Prevent referral it contacts the LA and speak with the Prevent officers. The safeguarding team in the school have completed training in how to make a Prevent referral.

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

Where staff have a mental health concern about a child that is also a safeguarding concern, they should contact the DSL or a deputy DSL and report and record their concerns in line with this policy (see section 5).

## Appendix 2 - Safer Recruitment

The school's Single Central Record (SCR) records information on the checks carried out on staff and volunteers. Copies of these checks, where appropriate, will be located in individuals' personnel files. The school will follow the guidance from Keeping Children Safe in Education and best practice, as outlined below.

### New staff

When appointing new staff, the school will:

- verify a candidate's identity, including checking the name on a birth certificate where this is available
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- verify the candidate's mental and physical fitness to carry out their work responsibilities
- verify the person's right to work in the UK
- if the person has lived or worked outside the UK, make any further checks the school or college consider appropriate
- verify professional qualifications, as appropriate
- ensure a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State
- Seek two references, including from the current employer, before interview and ask specific questions about the suitability of the candidate to work with children
- Conduct online searches on shortlisted candidates, reviewing publicly available material for any incidents or issues and notify applicants of this process

### Agency and third-party staff

For agency and third-party staff, they will include written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, the date the confirmation was received and whether an enhanced DBS certificate check has been provided.

### Trainee/student teachers

Where applicants for initial teacher training are salaried by the school, it will carry out all necessary checks. Where trainee teachers are fee-funded, the school will ensure that the training provider has carried out the necessary checks and obtain written confirmation that these checks have been carried out.

### Existing staff

If there are any concerns about an existing member of staff's suitability to work with children, all the relevant checks will be carried out as if they were a new member of staff. If a member of staff moves from a post that is not in regulated activity to a post in regulated activity, the school will ensure the relevant checks for that regulated activity have been carried out.

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The school will follow its legal duty to refer to the DBS if a member of staff has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- the harm test is satisfied in respect of that individual
- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence
- the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left

## **Volunteers**

The school will never leave an unchecked volunteer to be left unsupervised or to work in regulated activity. An enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity. A risk assessment will be undertaken when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in a regulated activity and retain a record of this risk assessment.

## **Governors**

All governors will have an enhanced DBS check without barred list information. A barred list check will be completed if a governor is in regulated activity. All governors will have also have a Section 128 check.

## **Contractors**

- The school will ensure that any contractor whose work provides them with the opportunity for contact with children will have the appropriate checks. Those contractors engaging in regulated activity will have an enhanced DBS check including barred list information.

For all other contractors who are not engaging in regulated activity, but whose work provides them with an opportunity for regular contact with children, an enhanced DBS check will be required. If the contractor is engaged in regulated activity, then an enhanced DBS check with children's barred list will be required.

## Appendix 3 - Allegations of abuse against staff

This appendix applies to all cases where it is alleged that a staff member, supply teacher or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The school will deal with any allegation of abuse against a member of staff or volunteer quickly, in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. The school recognises its duty of care to employees and will provide effective support for anyone facing an allegation, including a named contact if the person is suspended. Staff will also be advised to contact their trade union representative.

Allegations of abuse against staff should be reported to the Headteacher. Where the concern is about the Headteacher this should be reported to the Chair of Governors. If the member of staff perceives there to be a conflict of interest, they can refer directly to the LADO. The contact details are available in the key contacts.

The following definitions will be used when determining the outcome of any investigation:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Initial consideration when dealing with an allegation

- The Headteacher or, where the Headteacher is the subject of an allegation, the Chair of Governors (the 'case manager'), should discuss the allegation immediately with the LA's Designated Officer (LADO). This discussion will consider the nature, content and context of the allegation and agree a course of action. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the designated officer to help determine whether police involvement is necessary. The case manager will inform the accused person about the allegation as soon as possible after consulting the designated officer. Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies.

If the initial sharing of information leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, this decision and a justification for it will be recorded by both the case manager and the designated officer, and agreement reached on what information should be put

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in writing to the individual concerned and by whom. The case manager will then consider with the designated officer what action should follow both in respect of the individual and those who made the initial allegation. If the allegation is about physical contact, the strategy discussion or initial evaluation will consider that school staff are entitled to use reasonable force to control or restrain children in certain circumstances.

Where an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer will discuss the next steps with the case manager. In those circumstances, the options open to the school or college depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension will not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the case manager will discuss with the designated officer how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of staff. In other circumstances, the allegation will require an independent investigator.

- Parents or carers of the child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager will not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parent or carers will be kept informed about the progress of the case. Parents will be reminded of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.
- If the accused person resigns, or ceases to provide their services, this will not prevent an allegation being followed up. A referral to DBS will be made if the four criteria at the start of this Appendix are met. Consideration will also be given to whether a referral to the Secretary of State is appropriate.
- Following a criminal investigation or prosecution, the police should inform the school and designated officer immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged. In those circumstances, the case manager will discuss with the designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed.
- If the allegation is substantiated and the person is dismissed or the person's services are no longer used, or the person resigns or otherwise ceases to provide his or her services, the designated officer will discuss with the case manager and their personnel adviser whether the school or college will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. In the case of a member of teaching staff, the case manager and personnel officer will discuss with the designated officer whether to refer the matter to the TRA to consider prohibiting the individual from teaching.

Where it is decided on the conclusion of a case that a person who has been suspended can return to work, the case manager will consider how best to facilitate this and consider how the person's contact with the child or children making the allegation can best be managed.

Allegations against a teacher who is no longer teaching will be referred to the Police, as will historical allegations of abuse.

## **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the designated officer, police and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information can be shared
- how to manage speculation, leaks and gossip
- what, if any, information can be reasonably given to the wider community to reduce speculation
- how to manage press interest if, and when, it should arise.

## **Record keeping and references**

Details of allegations that are found to have been malicious will be removed from personnel records. For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned. Records will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Cases in which an allegation was proven to be false, unsubstantiated or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

## **Timescales**

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week.

If the nature of an allegation does not require formal disciplinary action, appropriate action will be instigated within 3 working days.

If a disciplinary hearing is required and can be held without further investigation, it will be held within 15 working days.

## **Suspension**

Suspension will not be an automatic response when an allegation is reported: all options to avoid suspension will be considered prior to taking that step. Suspension will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.

Based on assessment of risk, the following alternatives will be considered by the case manager before suspending a member of staff:

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- redeployment within the school so that the individual does not have direct contact with the child or children concerned
- providing an assistant to be present when the individual has contact with children
- redeploying to alternative work in the school so the individual does not have unsupervised access to children
- moving the child or children to classes where they will not meet the member of staff, making it clear that this is not a punishment, and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or work for the LA.

If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed and recorded by both the case manager and the designated officer.

### **Supply staff**

The school will ensure any allegations against an individual not employed by it, such as supply teachers, will be dealt with properly. It will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply teacher. The school will inform the agency of the process for managing allegations and invite the agency's human resources manager, or equivalent, to meetings as appropriate.

### **Learning lessons**

At the conclusion of a case in which an allegation is substantiated, the circumstances of the case will be reviewed with the designated officer to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

### **Non-recent allegations**

Abuse can be reported no matter how long ago it happened. Where an adult makes an allegation to the school that they were abused as a child, the individual will be advised to report it to the Police. The school will report any non-recent allegations made by a former student to the LADO.

#### **➤ Low-level concerns**

In line with Part 4, Section 2 of 'Keeping Children Safe in Education', the school recognises the importance of creating a culture of openness, trust, and transparency to encourage all staff to share low-level concerns with the right person so that they can be addressed appropriately. The purpose of this approach to low-level concerns is to ensure that the school's values are constantly lived, monitored and reinforced by staff. Those values are outlined in more detail in the Staff Code of Conduct.

The term 'low-level concern' does not mean that it is insignificant; it means that a staff member, supply teacher or volunteer does not seem to have:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

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A low-level concern covers any concern no matter how small, even if it is no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and;
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on a personal mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- humiliating students.

Such behaviour can exist on a spectrum. The school's response to low-level concerns is an extension of the Code of Conduct. Staff can share their concerns confidentially in a simple and easy manner.

It is imperative that where staff do have concerns, they share them as outlined in this policy to support with building a culture of expected behaviour and promoting the school's school values.

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the Headteacher.

The Headteacher will have oversight of all recorded concerns and has ultimate decision-making power in respect of all low-level concerns.

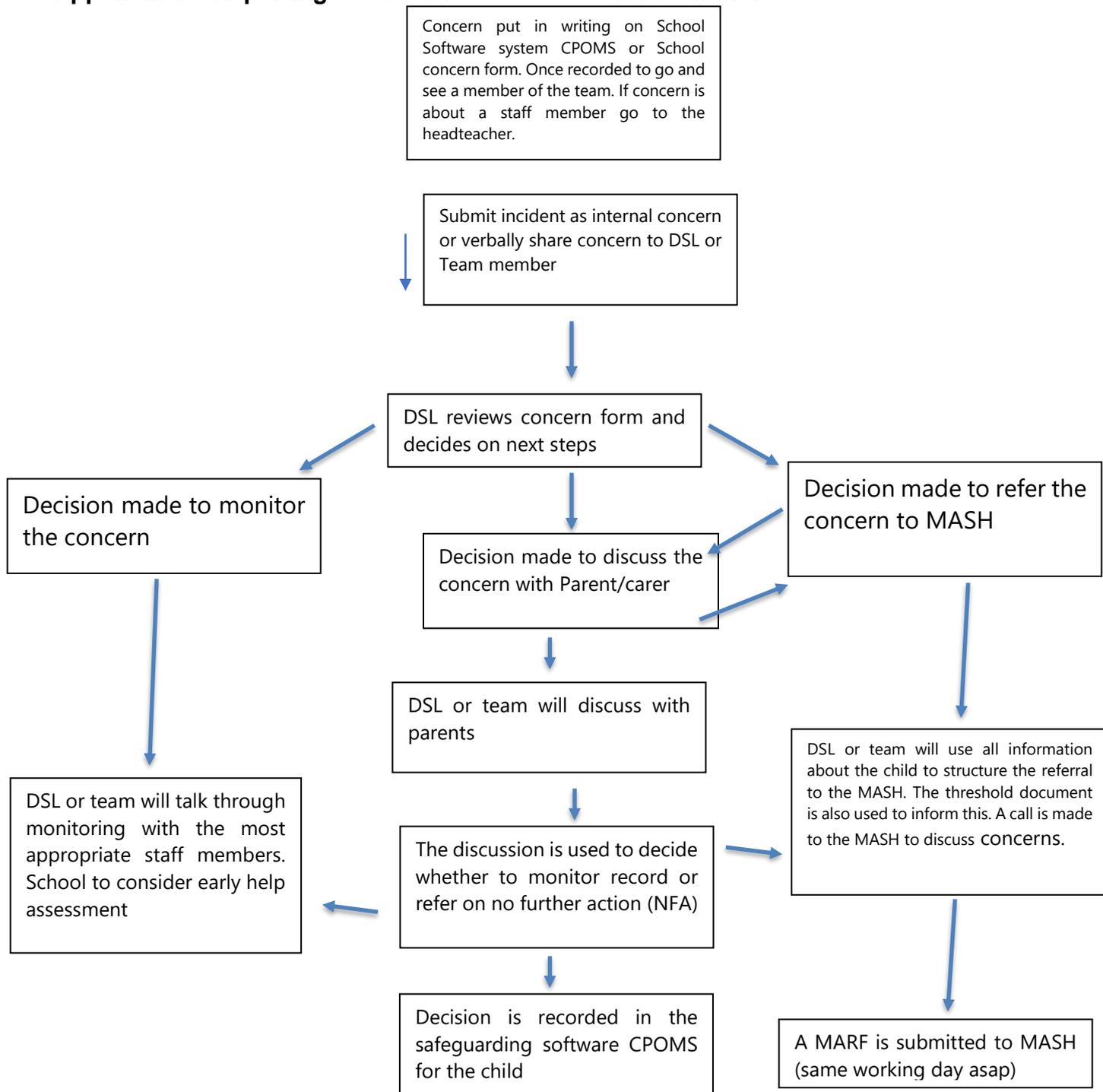
Any concerns about the Headteacher **OR** Designated Safeguard Lead **OR** a nominated person (i.e., DDSL/safeguarding champion)] should be reported to the Chair of Governors via the Governing Clerk.

All low-level concerns will be recorded in writing. Each record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual who raised the concern should be noticed, but if those individual wishes to remain anonymous, that will be respected to the extent it is reasonably possible to do so.

Records will be kept confidential, held securely, and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, a course of action, either through disciplinary procedures or by referring to the LADO, will be considered where a pattern of behaviour moves from a low-level concern to meeting the harm threshold. There will also be a consideration as to whether there are wider cultural issues existing that may have enabled the behaviour to occur. If this is found to be the case or a contributory factor, the school may review its policies and deliver extra training, where necessary and appropriate.

## Appendix 4 – Reporting a concern about a student: Flowchart



Safeguarding at Mayfield Mrs Antonia Edghill (DSL) Jon Cullenboodhoo (DDSL) Miss Lucy Mclean (DDSL) Mrs Kathy McCaffery (DDSL) If the Designated Safeguarding Lead and team are not available the staff member should, with the support of the most senior member of staff available, make a direct referral to Redbridge MASH, Barking and Dagenham MASH, Havering MASH, Newham MASH. Or if it is about a member of staff Redbridge LADO- Helen Curtis

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1. The flowchart demonstrates how concerns about a child should be referred in school
2. Referrals that require local authority and/or the police as an action from the concerned raised, in all circumstances are expedient. **Early help** is where remedial action is taken early to tackle problems and issues as they emerge for children, young people and their families.
3. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or problems with drug and alcohol misuse.
4. Effective early help relies upon local organisations and agencies working together to:
  - 4.1 Identify children and families who would benefit from early help.
  - 4.2 Undertake an assessment of the need for early help.
  - 4.3 Provide targeted early help services to address the assessed needs of a child and their family, which focus on activity to improve the outcomes for the child.
  - 4.4 Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of all children.

## Appendix 5 – Important contacts and links

<b>CAF</b>	<b>020 8708 2071</b> <a href="mailto:CAF Duty@redbridge.gov.uk">CAF Duty@redbridge.gov.uk</a> <a href="mailto:CAF Admin@redbridge.gov.uk">CAF Admin@redbridge.gov.uk</a>
<b>Child Protection &amp; Assessment Team</b>	<b>020 8708 3885</b> <a href="mailto:CPAT.Referrals@redbridge.gov.uk">CPAT.Referrals@redbridge.gov.uk</a> 020 8708 5897 (after 5.00pm, weekends & Public Holidays)
<b>Barking and Dagenham</b>	020 8227 3811 9-4.45 Mon-Friday 020 8594 8356 (after 4.45pm to 9am Monday to Friday, Weekends & bank holidays)
<b>Havering</b>	01708 433 222 from 9.00am to 5pm 01708 433 999 Out of hours/ weekends
<b>Newham</b>	020 3373 4600 - Option 3 020 8430 2000 - Emergency Duty Team
<b>CME - Children Absent from Education</b>	<b>020 8708 6047 / 6029</b> <a href="mailto:cme@redbridge.gov.uk">cme@redbridge.gov.uk</a>
<b>Children with Disabilities Team</b>	<b>020 8708 6092</b> <a href="mailto:Admin.CWDT@redbridge.gov.uk">Admin.CWDT@redbridge.gov.uk</a>
<b>Children's Services Complaints</b>	<b>020 8708 5174</b> <a href="mailto:ChildrensComplaints@redbridge.gov.uk">ChildrensComplaints@redbridge.gov.uk</a>
<b>Families Together Hub</b>	<b>020 8708 2071</b> <a href="mailto:Early.Intervention@redbridge.gov.uk">Early.Intervention@redbridge.gov.uk</a>
<b>Emergency Duty Team EDT</b>	<b>020 8708 5897 (Out of hours: after 5pm &amp; weekends, Public Holidays)</b>
<b>Local Authority Designated Officer</b>	<b>020 8708 5350</b> <a href="mailto:lado@redbridge.gov.uk">lado@redbridge.gov.uk</a>
<b>Redbridge Safeguarding Children Partnership</b>	<b>020 8708 5282</b> <a href="mailto:RedbridgeSCP@redbridge.gov.uk">RedbridgeSCP@redbridge.gov.uk</a>
<b>School Improvement Service</b>	<b>020 8708 3080</b> Mariam Smith <a href="mailto:Mariam.Smith@redbridge.gov.uk">Mariam.Smith@redbridge.gov.uk</a>
<b>SEN Team</b>	<a href="mailto:SENteam@redbridge.gov.uk">SENteam@redbridge.gov.uk</a>
<b>Research &amp; Data Team</b>	<a href="mailto:Research.Data@redbridge.gov.uk">Research.Data@redbridge.gov.uk</a>
<b>Youth Offending Service MASH</b>	<a href="mailto:YOSMASH@redbridge.gov.uk">YOSMASH@redbridge.gov.uk</a>

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<b>Youth Service</b>	YouthService@redbridge.gov.uk
<b>Youth Offending Team</b>	YouthOffending.Team@redbridge.gov.uk
<b>Admissions</b>	admissions@redbridge.gov.uk
<b>Education Welfare Service</b>	EWS@redbridge.gov.uk
<b>Educational Psychology</b>	EducationalPsychology@redbridge.gov.uk

**Weblinks:**

**Ofsted:** <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

**Redbridge SCP:** <https://www.redbridgescp.org.uk/wp-content/uploads/2022/04/Redbridge-SCP-Multi-Agency-Thresholds-Document-March-2022-1.pdf>

**Escalation and Resolution Policy,** <https://www.redbridgescp.org.uk/wp-content/uploads/2022/05/Redbridge-SCP-Escalation-and-Resolution-Policy-4th-Edition-May-2022.pdf>

**Department for Education (DfE)**

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

**UNICEF**

[https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC\\_summary-1\\_1.pdf](https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf)

Multi-agency statutory guidance for dealing with forced marriage, which can both be found at The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk) School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fcdo.gov.uk](mailto:fm@fcdo.gov.uk).

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office and The Children's Society County Lines Toolkit For Professionals

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

**H. INFORMATION SUPPORTING THIS REFERRAL**

The purpose of this section is to assist the inter-agency assessment. Where there is no information about a particular area, enter 'Not Known' (N/K). Record strengths as well as areas of need or risk so that resources can be directed appropriately.