The Palmer Catholic Academy

Child Protection and Safeguarding Policy with Procedures

(Aligned with Keeping Children Safe in Education September 2023)

MISSION STATEMENT

The Academy's Mission promotes the academic and personal development of each member of its community, both students and staff alike.

We serve Christ in each other to the Glory of God and Service of all

This policy has been adopted by: The Palmer Catholic Academy

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The Palmer Catholic Academy

Headteacher – Mr P Downey

Important contacts

Named personnel with designated responsibility for safeguarding and child protection 2023-2024		Contact details
Designated Safeguarding Lead (DSL)	Mrs Christie Mayer	020 8590 3808
Deputy Designated Safeguarding Leads (DDSL)	Ms Rachel Nelligan Mr Jamie Millbery Mr Stephen Avis	020 8590 3808
Designated Governor/Senior Board Lead for Safeguarding & Child Protection	Mr Thomas Alexander	office@tpc.academy
Chair of Governors	Mrs Marian Leslie-Povoas	cog@tpc.academy
Local Authority Designated Officer (LADO)	Ms Helen Curtis	0208 708 5350

Policy Review

This policy was reviewed and adopted at the Governing Body Meeting in February 2024

This policy is due for review in November 2024

Signature ………………………………………………………………………… Date ……………………………….
Headteacher

Signature ………………………………………………………………………… Date ……………………………….
Chair of Governors

INTRODUCTION

At The Palmer Catholic Academy (academy), we strongly believe that every child is equally entitled to lead a fulfilling life, enabled by success through education. Alongside an excellent academic education, it is our aim for our students to learn how to manage the risks they may be presented with in their lives, now and in their futures. We aim to support their understanding of their individual and collective worth, every person's entitlement to dignity and the practical ways they can manage risks, for themselves and others. Every member of the academy community is responsible first and foremost for upholding this duty. No child's path is predetermined by their background or circumstances. Effective safeguarding is the cornerstone of this philosophy.

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

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

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

This policy applies to all staff (including those not directly employed by the academy), volunteers, and governors in the academy. Our policy and procedures also apply to extended academy and off-site activities.

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies which encompass the safeguarding responsibilities of the academy (Appendix 2: Linked Policies and Procedures). In particular this policy should be read in conjunction with the Behaviour Policy, the Code of Conduct Policy (including acceptable use of technologies, staff/students' relationships and use of social media), the Safer Recruitment 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 academy; define the responsibilities of the Senior Leadership Team (SLT), including governors, and all staff for safeguarding and child protection.

All staff, volunteers and governors know and understand this Safeguarding and Child Protection Policy and their responsibility for implementing it. This involves all staff reading, at a minimum, Part one, Part 5 and Annex A and all governors reading all of Keeping Children Safe in Education 2023 (KCSIE 2023). All staff have a responsibility to provide a safe environment in which children can learn. Academy 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.

Implementation, monitoring and review of the Safeguarding and Child Protection Policy.
This policy will be reviewed annually by the Governing Board. It will be implemented through the academy's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Headteacher, the Designated Safeguarding Lead (DSL), the named governor for safeguarding and through staff performance measures. In order that all members of staff have the knowledge and skills required to fulfil their duties, the SLT will: provide induction for all new members of staff, including

early career teachers, which includes safeguarding and child protection training. They are expected to read and understand KCSIE 2023 and be familiar with this policy and the staff Code of Conduct. Temporary staff are made aware of the safeguarding policies and procedures and the academy 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 receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The SLT will keep a record of staff induction and training. All staff have a duty to read and understand KCSIE 2023 Part One. In addition, they must sign a declaration.

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 and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges 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 and colleges 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 and colleges, advice on this – including on specific duties can be found here.

RECOGNISING RISK

Some students are at increased risk of abuse. Some students face additional barriers with respect to recognising or disclosing abuse. The academy is committed to recognising diversity and ensures anti-discriminatory practices. Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression, and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc. We ensure that all students have the same protection.

The academy gives special consideration to students who:

• Have special educational needs (SEN) or disabilities).
• Are young carers.
• May experience discrimination due to their race, ethnicity, religion or belief, gender identification, or sexuality, or may experience Adultification bias
• Are at risk of criminal or sexual exploitation, honour-based abuse or radicalisation.
• Are asylum seekers.
• Are known to be living in difficult situations e.g., where there are issues at home, such as: substance abuse/misuse, mental health, or domestic violence or where a family member has mental health needs.
• Are at risk due to their own mental health needs.
• Are within the care system and are looked after or previously looked after.
• Some students have an increased risk of abuse, both **online and offline**

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 a 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 academy 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 the academy whom they can approach if worried and that these adults will take action to deal with what worries them;
• 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/carers to build an understanding of the academy'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
• ensure that staff feel able to raise concerns about poor or unsafe practice and potential failures in the academy's safeguarding regime and are familiar with the appropriate whistleblowing procedures
• maintain a culture of continuous improvement with regard to safeguarding and child protection arrangements.

ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by others in a variety of situations and environments. They may be abused by an adult or adults or by another child or children. Abuse can take place online, or technology may be used to facilitate offline abuse.

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 deliberately silencing them or 'making fun' of what they say or how they communicate and them not being able to express views or feelings. It may feature age or developmentally inappropriate expectations and interactions being imposed on children as well as overprotection and limitation of exploration, learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another such as witnessing domestic abuse. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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 caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

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

Domestic Abuse
The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate personal relationship.

"Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn." More information can be found at: Operation Encompass, National Domestic Abuse Helpline, NSPCC, Refuge and SafeLives.

Parental Substance Misuse
Parents' dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include:

physical maltreatment and neglect, poor physical and mental health, development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use, poor school attendance due to inappropriate caring responsibilities, low educational attainment, involvement in anti-social or criminal behaviour. For Public Health information on parental substance misuse click here.

Honour based abuse - So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. FGM: Whilst all staff should speak to the DSL or DDSLs regarding any concerns about FGM, there is a specific legal duty on teachers. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information

Child Mental Health
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by speaking to the DSL or DDSL. More information can be found using the following links: YoungMinds, Department for Education (DfE) (2018) Mental health and Behaviour in Schools, UK Trauma Council

Self-Harm and Suicide
Over the past two decades, rates of non-suicidal self-harm have increased across the population. Self-harm is more common among young people than other age groups, particularly young women. Self-harm has a strong relationship to suicide. While most young people who self-harm will not go on to take their own life, reducing rates of self-harm is important for suicide prevention. More information can be found here.

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

Contextual Safeguarding
Safeguarding incidents and/or behaviours can be associated with factors outside the academy. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. For more information, please click here

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EXPLOITATION

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

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

despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

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

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with exploitation these may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. More information here

Serious violence
All staff should be aware of the 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. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

ONLINE SAFETY

The use of technology has become a significant factor of many safeguarding issues such as child sexual exploitation, child on child abuse and radicalisation. An effective approach to online safety empowers a school to protect the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. The range of incidents classified within online safety is considerable, but can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racist or radical and extremist views.
- **contact**: being subjected to harmful online interaction with other users: for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- **commerce**: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group.

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos and guidance Education for a Connected World IWF provides up to date information on web safety. There is new information on harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

[LGFL 'Undressed'](#) provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offender.

Schools are asked to pay particular attention to filtering and monitoring with schools' devices. All staff are aware of online policies and procedures and the expectations around filtering and monitoring.

At the academy, we utilise several methods of filtering and monitoring for keeping our students safe online. These are outlined in our Safeguarding, ICT Acceptable Use Policy and Remote Learning policies and include:

• London Grid for Learning – provides a filtered broadband connection, network services, a common learning platform, online content and support communities for all schools across London.
• Impero – classroom management software with real-time monitoring used by staff to maintain control and keep students focused in IT based lessons. The academy's filtering and monitoring is reviewed on a regular basis to account for and combat new and emerging threats.

Information from filtering and monitoring of IT systems within the academy support the review of strategies to meet the safeguarding needs of all students.

All staff are trained on how these systems work to keep students safe online and know to report concerns with the functioning of the systems to the DSL in charge of online safety.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

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

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

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

PROTECTED CHARACTERISTICS

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

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

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

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

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

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.

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 *responsibilisation* of children to safeguard themselves. Adultification bias is a breach of child safeguarding legislation and guidance.

CHILD ON CHILD ABUSE

Child on Child Abuse
All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their DSL (or deputy). Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. Child on child abuse is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers.
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) for more information; Department for Education (DfE) Preventing Bullying.

Child on Child Abuse - Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour
Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

The academy is aware of the importance of:

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys".
• challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
• understanding that all the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language
• importance of understanding intra familial harms and any necessary support for siblings following incidents

The academy is aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003.

Sexual Harassment
Sexual harassment 'unwanted conduct of a sexual nature' that can occur online and offline and can include:

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

NSPCC Helpline

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.

Normal	Developmentally expected; socially acceptable; consensual; mutual; reciprocal; shared decision making
Inappropriate	Single instances of inappropriate sexual behaviour; socially acceptable behaviour within peer group; context for behaviour may be inappropriate; generally consensual and reciprocal
Problematic	Problematic and concerning behaviours Developmentally unusual and socially unexpected No overt elements of victimisation Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity
Abusive	Victimising intent or outcome Includes misuse of power Coercion and force to ensure victim compliance Intrusive Informed consent lacking or not able to be freely given by victim May include elements of expressive violence Violent Physically violent sexual abuse Highly intrusive Instrumental violence which is physiologically and/or sexually arousing to the perpetrator Sadism

PROCEDURES

RESPONSIBILITIES ALL STAFF

Academy staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating. All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL.

All staff have a responsibility to provide a safe environment in which children can learn. The Teachers' Standards 2012 state that teachers (which includes Headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

It is the responsibility of every member of staff to know and understand this Safeguarding and Child Protection Policy and our safeguarding procedures. As part of induction when staff join the academy, they receive training in this policy and its procedures, about the role of the DSL and the staff Code of Conduct Policy. This training will be updated at least every year and whenever the Safeguarding and Child Protection Policy is reviewed by the Governing Board. You will be provided with a copy of the most up to date Keeping Children Safe in Education and will be expected to read and understand it.

All staff are aware of and familiar with the suite of policies relevant to safeguarding (see Appendix 1 – Linked Policies and Procedures), particularly the following:

- the Behaviour Policy
- the staff Code of Conduct
- the safeguarding response to children who go missing from education; and
- the identity and role of the DSL.

All the above policies can be found on the academy's website at the following location https://www.tpc.academy/home/key-information/policies/. The systems which support safeguarding within the academy are also explained on induction.

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

All staff will be aware of online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Advice and support

The academy has a Designated Safeguarding Lead (DSL) who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The DSL (or deputy) is always available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. There is a 3rd reserve and staff can also consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or deputy as soon as is practically possible.

Safeguarding team:

Mrs Mayer	Ms Nelligan	Mr Millbery	Mr Avis
DSL	DDSL	DDSL	DDSL

The Designated Safeguarding Lead is: **Mrs Christie Mayer 020 8590 3808 cmayer@tpc.academy**

The Deputy DSLs are:

Ms Rachel Nelligan 020 8590 3808 rnelligan@tpc.academy
Mr Jamie Millbery 020 8590 3808 jmillbery@tpc.academy
Mr Stephan Avis 020 8590 3808 savis@tpc.academy

The academy's approach ensures the DSL or a deputy is always on site while the academy is open. Our safeguarding governor is **Mr Thomas Alexander**

Identifying concerns

All staff are made aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. What to do if you are Worried a Child is being Abused – Advice for Practitioners provides more information on understanding and identifying abuse and neglect.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff act in the best interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should speak to the DSL or deputy.

Additionally, staff are made aware of the causes and indicators of specific forms of abuse and safeguarding issues. They are asked to read the latest version of Keeping Children Safe in Education.

What staff should do if they have concerns about a child
If staff have any concerns about a child's welfare or a child makes a disclosure to you, it should be acted on immediately, in line with the academy's policy and procedures and you must **always** seek advice from the DSL.

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

• 	Speak to DSL or deputies
• 	Record on electronic recording system CPOMS
• 	Record in writing and hand to DSL or deputies
• 	In case of emergency phone police on 999

Procedure to log a concern in CPOMS: -
Log into CPOMS by clicking the icon available on your desktop
- Add incident – record the nature of your concern
- Add the concern as an internal concern

Once the information is submitted, general staff cannot search the system for information on what has happened next. Only staff with full access rights are able to do this.

Once the information is submitted, it is sent to the Designated Safeguarding Team. The DSL will then decide on the next course of action.

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

Staff are trained not to assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They are mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Just as all staff are accountable for reporting a safeguarding or child protection concern, so they are responsible for ensuring that action has been taken or following up with actions as advised by the DSL or deputy.

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

• 	failing to act on and refer the early signs of abuse and neglect;
• 	poor record keeping;
• 	failing to listen to the views of the child;
• 	failing to re-assess concerns when situations do not improve;
• 	not sharing information;

- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

All staff are made 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 they have reported a concern, they should be informed about how their concern has been acted upon and what they might be required to do next. If they do not receive this information, they should be proactive in seeking it out.

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

The process for Redbridge is:
Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

Contact the local MASH Team of the borough the child is residing in.

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

London Borough of Redbridge on:

    020 8708 3885 from 9.00am to 5.00pm
    020 8708 5897 (after 5.00pm and weekends)

London Borough of Barking & Dagenham on:

    020 8227 3811 from 9.00am to 4.45pm
    020 8594 8356 (after 4.45pm and weekends and bank holidays)

London Borough of Newham on:

    020 3373 4600 during office hours (Monday to Thursday, 9am to 5.15pm or Friday 9am to 5.00pm)
    020 8430 2000 at any other time

London Borough of Havering on:

    01708 433222 Monday to Friday (9am to 5pm)
    01708 433999 Out of hours/weekends

Essex County Council on:

    0345 603 7627 ask for the priority line. Monday to Thursday 9am to 5:30pm, and Fridays 9am to 4:30pm
    0345 606 1212 out of hours or bank holidays

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the Multi Agency Referral Form (MARF). Anybody can make a referral. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible.

You may complete and submit a LBR Multi Agency Referral Form (MARF) Template to CPAT.referrals@redbridge.gov.uk.

'National Police Chief's Council (NPCC) – When to call the Police'
DSLs, their deputies and senior leaders should be made aware of the NPCC guidance and use it when considering whether to make a Police report and when liaising with the Police on safeguarding issues. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child

suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that they might be expected to play in such assessments.

If, at any point, there is a risk of immediate serious harm to a child a referral is made to children's social care immediately using the [LBR-Multi-Agency-Referral-Form-MARF-Template](). Anybody can make a referral. If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to support for the child at the earliest possibility. If a disagreement arises about the way or timeliness of how concerns are being addressed, please refer to the [Redbridge LSCB Escalation and Resolution Policy]().

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

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

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

Listen carefully to what they're saying – Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.

Give them the tools to talk – If they're struggling to talk to you, show them [Childline's letter builder tool.]() It uses simple prompts to help them share what's happening and how they're feeling.

Let them know they've done the right thing by telling you - Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.

Tell them it's not their fault – Abuse is never a child's fault. It's important they hear, and know, this.

Say you'll take them seriously – They may have kept the abuse secret because they were scared, they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.

Don't confront the alleged abuser – Confronting the alleged abuser could make the situation worse for the child.

Explain what you'll do next – For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.

Report what the child has told you as soon as possible- Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon after you've spoken to the child. Try to keep these as accurate as possible.

[NSPCC Hearing Disclosures]()

CME - Children who are absent from Education
All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign

of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's or college's unauthorised absence procedures and children missing education procedures.

Work around attendance and children being absent from education should be co-ordinated with safeguarding interventions.

The academy must notify the local authority of any student who has been absent without the academy's permission for a continuous period of 5 days or more after making reasonable enquiries

The academy (regardless of designation) must also notify the local authority of any student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments. Guidance can be found [here](#).

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

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

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

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

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

Designated Teacher for Children Looked After (CLA):

Mrs C Mayer cmayer@tpc.academy

• 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.
• In non-maintained schools and colleges, an appropriately trained teacher should take the lead.

Statutory guidance on [Promoting the education of children looked after and previous children looked after](#) contains further information on the roles and responsibilities of virtual school head. The Virtual Headteacher in LB Redbridge is Sholah Steele Sholah.Steele@redbridge.gov.uk

Allegations or concerns about staff

This procedure must be used in any case in which it is alleged that a member of staff, Governor/Trustee, visiting professional or volunteer has:

• Behaved in a way that has harmed a child/young person or may have harmed a child/young person
• Possibly committed a criminal offence against or related to a child/young person; or
• Behaved in a way that indicates s/he may not be suitable to work with children/young people.
• Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.
• The provision as set out in part 4 of [KCSIE](#) should apply to anyone working in the academy who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in schools to abuse students. In our academy we also recognise that concerns may be apparent before an allegation is made. All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Headteacher who will liaise with the Local Area Designated Officer Children's Trust Designated Officer (LADO) Team who will decide on any action required.

If the concern relates to the Headteacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the LADO and they will decide on any action required.

We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the DSL or Headteacher.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know what they need to do if they are concerned.

Redbridge LADO

Helen Curtis, 020 8708 5350 lado@redbridge.gov.uk

[Whistle Blowing Policy](#)

Operation Encompass

The academy has signed up to be 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 DSL (or deputy) in the 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.

THE DESIGNATED SAFEGUARDING LEAD

The Safeguarding Team in our academy is:

Designated Safeguarding Lead: Mrs C Mayer

Deputies: Ms R Nelligan, Mr J Millbery, Mr S Avis

The role of the DSL was specified in the Children Act 2004 and ensures every organisation had a "named person" for safeguarding children and young people. The school can appoint deputies to support the role of the DSL. The DDSL(s) are trained to the same standard as the lead and formal training for both will be updated at least every two years. The DSL is a member of the Senior Leadership Team. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. Key aspects of the DSL role include:

- Being the first point of contact for all safeguarding concerns
- Making sure all staff are aware how to raise safeguarding concerns and ensuring all staff understand child abuse and neglect
- Referring any child protection concerns to social care and to relevant agencies who can provide support to children and families
- Monitoring children who are the subject of plans with social care (CP/CIN/CLA)
- Maintaining accurate and secure child protection records
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues.
- DSLs should work closely with senior mental health leads.
- DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.
- Ensuring safeguarding and child protection information is dealt with in a confidential manner.
- The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.
- The DSL will take lead responsibility for online safety and filtering and monitoring

The full outline of the role can be found in: [Keeping Children Safe in Education (DfE September 2023)](#)

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

- the police (where a crime may have been committed); Guidance on when to call the police may be found [here](#).
- the Channel programme where there is a radicalisation [concern](#).
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child.
- The DSL must also understand the mandatory reporting duty for [FGM](#).

Promoting educational outcomes for children with Social Workers
- Share information about welfare, safeguarding and child protection issues with teachers and leaders
- Have focus on children with social workers to ensure that these students are able to achieve the best academic outcomes and support staff to identify the challenges these children may face, helpful information can be found in [Promoting the education of children with a social worker](#).
- Children with a social worker may face barriers to education because of complex circumstances
- Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.

Multi-agency Working

The DSL is expected to:

- be prepared to supply information, as requested by the three safeguarding partners.
- work with social care, the police, health and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help, when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- where necessary, and in liaison with the Headteacher, use local escalation policies where the actions of other agencies have not been sufficiently timely.
- share information with appropriate staff in relation to the child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- local authorities should share that a child has a social worker with the DSL.
- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The DSL should have details of the child's social worker and the name of the Virtual School Headteacher in the authority that looks after the child.
- The DSL and deputies will need to have in place clear systems and processes to identify these needs around mental health and to consider when they become a safeguarding concern
- Schools and colleges, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners publish a local **threshold** document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document.
- liaise with the Headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance – PACE Code C 2019.
- If the child's situation does not appear to be improving the DSL should press for re-consideration. Concerns should always lead to support for the child at the earliest possibility. If a disagreement arises about the way or timeliness of how concerns are being addressed, please refer to the Redbridge LSCB Escalation and Resolution Policy.

Raising Awareness

The DSL should:

- actively promote safeguarding throughout all aspects of the academy
- ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
- take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)
- ensure each member of staff has access to, and understands, the academy's Child Protection Policy and procedures, especially new, agency and part-time staff.
- ensure this Child Protection Policy is available publicly and that parents/carers know referrals about suspected abuse or neglect may be made to relevant services.
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and be able to analyse concerns and referrals for patterns, trends and gaps and other safeguarding data and identify and target training for staff or groups of staff accordingly.
- are alert to specific needs of children in need, those with special educational needs and disabilities, young carers.
- understand and promote relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation (GDPR).

- maintain a centralised register of all concerns and referrals, including robust and chronological records of actions taken and encourages staff to be robust around documenting and reporting concerns
- regularly monitor and review all concerns and referrals - that links are made to all contextual sources of information relevant to a child's safeguarding, for example their behaviour, attendance and learning and progress, and that all decisions are recorded and actioned and where appropriate this is communicated to relevant staff
- understand and support the academy with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the academy. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- keep updated around emerging themes and trends by attending relevant national and local training and/or information sessions/training
- encourage a culture of listening to children, ensuring their voices are reflected in safeguarding and taking account of their wishes and feelings.

Storing data

Safeguarding records will be stored securely in a central place separate from academic records. Individual files will be kept for each student: the academy will not keep family files. Files will be kept for at least the period during which the student is attending the academy, and beyond that in line with current data legislation and guidance. When children leave the academy, the DSL should:

- ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff, such as DSLs and SENCos, are aware as required.
- consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- If a student moves from our academy, child protection and safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools.
- Sixth form and colleges are aware of students previous safeguarding needs at the earliest opportunity.

Availability

During term time the DSL or deputy should always be available (during school hours), for staff to discuss any safeguarding concerns. Whilst the DSL or deputy would be expected to be available in person, sometimes availability by phone or Skype, for staff to discuss any safeguarding concerns, will be acceptable. The Senior Leadership Team will ensure appropriate cover arrangements for any out of hours/out of term activities.

RESPONSIBILITIES: THE HEADTEACHER

The Headteacher will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. The Headteacher's role is to ensure that staff understand and follow policies and procedures agreed by the governing body.

On behalf of the governing body, the Headteacher will ensure that all staff read at least Part one, Part five and Annex A of Keeping Children Safe in Education 2023. The Headteacher will ensure that mechanisms are

in place to assist staff to understand and carry out their roles and responsibilities, as set out in part one of the above guidance.

The Headteacher and DSL will present the safeguarding annual report to the governing body to enable governors to review the effectiveness of child protection and safeguarding arrangements and, in turn, to influence the annual review of the policy. This enables the governing body to monitor compliance and to identify areas for improvement.

This will include periodic audits of child protection files and records by the DSL, the Headteacher and external auditors. 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. The Headteacher will quality assure the effectiveness of the DSL in all aspects of their role (as defined in this policy).

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

• publish the names and contact details for the DSL and DDSLs.
• as part of the induction programme for all new members of staff, including newly qualified teachers, provide safeguarding and child protection training. Staff new to the academy, like their established colleagues, will be expected to read and understand Keeping Children Safe in Education 2023 Part One and be familiar with our Safeguarding and Child Protection Policy, the Behaviour Policy, the staff Code of Conduct and be familiar with the safeguarding response to children absent from Education. Temporary staff will be made aware of the safeguarding policies and procedures and the academy will ensure that staff provided by other agencies have received the required child protection and safeguarding training, commensurate with their roles, before being deployed.
• provide all staff with appropriate safeguarding and child protection training which is updated regularly. In addition, all staff will receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The academy will keep a record of staff induction and training.
• If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then this should be referred to the Headteacher.

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

Safeguarding issues, including online safety, child on child abuse, sexual harassment and extra familial harm (multiple harms) will be addressed through the curriculum in an age-appropriate way.

Statutory guidance: relationships education relationships and sex education (RSE) and health education
Colleges may cover relevant issues through tutorials. The following resources may help schools and colleges:

• DfE advice for schools: teaching online safety in schools
• UK Council for Internet Safety (UKCIS) guidance: Education for a connected world
• National Crime Agency's CEOP education programme: Thinkuknow
• Public Health England: Every Mind Matters
• Introduce a clear policy on the use of mobile and smart technology. This policy should cover how schools and colleges will manage incidents of sexual harassment between children and young people via mobile or smart technology.

RESPONSIBILITIES: THE GOVERNING BODY

Governing bodies should ensure they facilitate a whole school or college approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

The Nominated Governor is responsible for liaising with the Headteacher and DSL over all matters regarding safeguarding and child protection issues. The governor role is strategic rather than operational – they will **not** be involved in concerns about individual students

- Our nominated governor for safeguarding and child protection is: Mr T Alexander

This governor will receive safeguarding training relevant to the governance role and this will be updated every two years. The Nominated Governor will liaise with the Headteacher and the DSL to produce a report at least annually for governors and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

Governing bodies should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.

Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern, the governing body and Senior Leadership Team should ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback.

Governing bodies should ensure that there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

For more information on policies please go to Keeping Children Safe in Education 2023.

Policies
- Ensuring that an effective safeguarding and child protection policy is in place, which describes procedures in accordance with government guidance and refers to multi-agency safeguarding arrangements and is available publicly via the academy's website.
- The governing body will annually review all policies/procedures that relate to safeguarding and child protection.
- Ensuring that that there is a staff behaviour policy or code of conduct that includes, amongst other expectations, acceptable use of technologies, staff/student relationships and communications including staff use of social media.
- Putting in place appropriate safeguarding responses to children who become absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- Where reasonably possible, the academy will hold more than one emergency contact number for each student so that the academy has additional options to contact a responsible adult when a child absent from education is also identified as a welfare and/or safeguarding concern.
- Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available here.

Children Looked After and Previously Children Looked After (CLA)
The governing body must appoint a **designated teacher** and should work with local authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for

promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The Governing body must ensure that the designated teacher has appropriate training and the relevant qualifications and experience. Statutory guidance contains further information on the role and responsibilities of the Designated Teacher.

Children with Special Educational Needs and Disabilities
Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. The Governing Body should ensure this Safeguarding and Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

To address these additional challenges, schools should consider extra pastoral support for children with SEND.

The Use of Reasonable Force in Schools
There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children/young people. This can range from guiding a child/young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child/young person needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

Government advice for 'Use of Reasonable Force in Schools' is available here. The Governing Body and Senior Leadership Team have a separate policy which has taken account of advice for schools – Positive Handling Policy.

The Governing Body takes account of Searching Screening and Confiscation Advice for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group and advice on sharing nude images.

The Governing Body will expect all staff to have read and understood Part five of Keeping Children Safe in Education: Child on Child Sexual Violence and Sexual Harassment.

Mental Health
The DfE has published advice and guidance on Preventing and Tackling Bullying, Mental Health and Behaviour in Schools (which may also be useful for colleges). The Mental Health and Behaviour in Schools guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their students.

Multi-agency Working
• Ensuring that the academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (December 2023).

- It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing Bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.
- The Governing Body should understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the academy's own policies and procedures.
- The Governing Body should also be prepared to supply information as requested by the three safeguarding partners. The academy should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Filtering and Monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the academy is committed to doing all that they reasonably can to limit children's exposure to the above risks from the IT system.

The Governing Body ensure that all staff undergo 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) at induction and is updated regularly.

The academy has ensured that appropriate filtering and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught regarding online teaching and safeguarding.

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

The Department for Education has published filtering and monitoring standards which set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems. The DSL should take lead responsibility for the online safety and understanding the filtering and monitoring systems and processes in place.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

The standards should regularly be reviewed and discussed with IT staff and service providers about what more needs to be done to support schools and colleges in meeting this standard.

Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre.

South West Grid for Learning have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Governing Body should ensure that principles and arrangements for sharing information within the academy and with the three safeguarding partners, other agencies and practitioners are in place.

- Working Together to Safeguard Children (December 2023) (Chapter 1 - which includes a myth-busting guide to information sharing);
- Information sharing: Advice for Practitioners Providing Safeguarding Services to children, young people, parents and carers; and
- The Information Commissioner's Office (ICO) which includes ICO GDPR FAQs and guidance from the department. This is a general link to the website –Sharing data to safeguard children FAQs | ICO

Training
- Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Ensuring that all new staff (new to the role and/or new to the academy, including agency staff and interim appointments) undergo safeguarding and child protection training (including online safety) at induction.
- In addition to this annual training, all staff will receive regular safeguarding and child protection training and updates (for example, via email, e-bulletins, staff meetings) throughout the school year, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensuring all staff read at least Part One, Part Five and Annex A of Keeping Children Safe in Education (2023).

Online Safety
An effective approach to online safety empowers a school to protect the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

Governing bodies and proprietors should ensure that staff receive regular updated safeguarding training, including online safety and ensure children are taught about safeguarding, including online safety. Safeguarding training for staff, including online safety training, is integrated, aligned, and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning. In devising the approach to online safety and teaching online safety, the Governing Body and Senior Leadership Team have taken into account Teaching Online Safety in Schools 2019

The academy's online policy includes guidance and rules regarding the use of student/staff mobile technology and access to the internet via 3G, 4G and 5G on our premises. This policy should cover how schools and colleges will manage incidents of sexual harassment between children and young people via mobile or smart technology.

Technology, and risks and harms related to it evolve and changes rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe website.

UKCIS has published Online safety in schools and colleges: Questions from the governing board.
The questions can be used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

Remote Learning

Where children are being asked to learn online at home the Department of Education has provided advice to support schools and colleges do so safely: Safeguarding in schools colleges and other providers and safeguarding and remote education. The NSPCC and PSHE Association also provide helpful advice: NSPCC Learning – Undertaking remote teaching safety during school closures.

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

Opportunities to Teach Safeguarding
• The Governing Body should ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
• Whilst it is essential that appropriate filters and monitoring systems are in place, the Governing Body should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Safer Recruitment

The Governing Body should prevent people who pose a risk of harm from working with children:

• By adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Governing Body has recruitment and selection policies and procedures in place.

• In accordance with The School Staffing (England) Regulations 2009, the Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of this guidance.

• Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

The Governing Body regards it as vital that it has created a culture of safe recruitment and, as part of that, has adopted recruitment procedures that help deter, reject or identify people who might abuse children. The Governing Body has taken full account of the statutory guidance in Part three of Keeping Children Safe in Education: Safer recruitment

Statutory guidance – regulated activity (children) – supervision of activity with children which is regulated activity when unsupervised and: Disclosure and Barring Service checks

• The academy operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff, governors and relevant volunteers, DBS for volunteers are free Disclosure and Barring Service checks

• The Headteacher and all other staff who work with children/young people undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record maintained

• Temporary staff and volunteers are made aware of the academy's arrangements for safeguarding and child protection and their responsibilities

- The Governing Body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors
- The academy remedies any deficiencies or weaknesses brought to its attention without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible for liaising with the LADO in the event of allegations of abuse being made against the Headteacher.

The academy should follow part 3 of ['Keeping children safe in education' (KCSIE) and pay full regard to 'Safer Recruitment'](#) requirements including but not limited to:

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.
- As part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Shortlisted candidates should be informed that online searches may be done as part of due diligence checks.

Evidence of these checks must be recorded on the Single Central Record.

All recruitment materials will include reference to the academy's commitment to safeguarding and promoting the wellbeing of students.

[Click here for more information on identity checks](#)

All London Borough of Redbridge schools must ensure that staff DBS certificates are renewed ideally at 3 years but no longer than 5 years where an update service is not being applied. For more information please contact Redbridge Education HR service - SchoolsHR@redbridge.gov.uk

Concerns About a Staff Member Who May Pose a Risk of Harm to Children
The Governing Body will ensure that the Senior Leadership Team understand the correct procedures regarding reporting safeguarding concerns or allegations about another member of staff (including a volunteer) posing a risk of harm to children. The Chair of Governors should ensure that these procedures are adhered to:

- Concerns or allegations should be referred to the Headteacher.
- Where there are concerns/allegations about the Headteacher, these should be reported to the Chair of Governors
- The Headteacher or Chair of Governors, as appropriate, should **discuss the allegation immediately with the Local Authority Designated Officer** (LADO). The purpose of this initial discussion is for the LADO and the case manager in the academy to consider the nature, content and context of the allegation and agree a course of action. The case manager should not inform any member of staff of an allegation nor conduct any sort of investigation until they have first had the discussion with the LADO.

Redbridge Local Authority Designated Officer
0208 708 5350 lado@redbridge.gov.uk

LADO referral form can be downloaded from the [RSCP website](#).

The Governing Body and Senior Leadership Team will ensure that they have read and understood [Part Four of Keeping Children Safe in Education (2023): Allegations of abuse made against teachers and other staff](#).

This guidance explains the duties of an employer and employee in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in school has:

• behaved in a way that has harmed a child or may have harmed a child.
• possibly committed a criminal offence against or related to a child; or
• behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
• Where an individual has behaved or may have behaved in a way that indicates they may not be suitable to work with children. The reason is because of transferrable risk.

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a student.

Low level concerns
Schools and colleges should ensure that their low-level concerns policy contains a procedure for sharing confidentially such concerns which is clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person (such as a values guardian/safeguarding champion)), or with the Headteacher is a matter for the school or college to decide. If the former, then the DSL should inform the Headteacher of all the low-level concerns and in a timely fashion according to the nature of each low-level concern. The Headteacher should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the Headteacher may wish to consult with the DSL and take a more collaborative decision-making approach. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO

Alternative provision
The cohort of students in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their students may be vulnerable to.

The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

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

Use of school or college premises for non-school/college activities
Where governing bodies or proprietors hire or rent out school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe. Ensuring that the organisation have a safeguarding policy and clear procedures are in place for safeguarding children and vulnerable adults.

Homestay during exchange visits

Schools often plan for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. Foreign visits can enrich the languages curriculum and provide exciting opportunities for students to develop their confidence and expertise in the use of other languages. Schools have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange visit arranged by the academy and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange

The Governing Body has taken account of Annex D of Keeping Children Safe in Education: Host families – homestay during exchange visits.

CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

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

As part of meeting a child's needs, the Governing Body recognises the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the process and principles for sharing information within the academy and with the three safeguarding partners, other organisations, agencies and practitioners as required.

"Data Protection: Toolkit for Schools", supports schools with data protection activity, including compliance with relevant legislation.

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

Academy staff should be proactive in sharing information with the DSL as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care.

The Governing Body is aware that, among other obligations, The Data Protection Act 2018 and GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Please contact the academy's designated Data Protection Lead if there are any concerns around data sharing.

The Governing Body should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data.'

The Governing Body should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing

condition that allows practitioners to share information. This includes allowing practitioners to share information without consent if it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Where children leave the academy, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this will be transferred separately from the main student file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCos or the named person with oversight for SEND in a college, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives. This sharing should be conducted securely and only with relevant safeguarding staff at the forwarding school.

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

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who must make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and GDPR. If in any doubt about sharing information, staff should speak to DSL or deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

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

The seven golden rules to sharing information
1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your data protection lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone be clear of the basis upon which you are doing so. Where you do not have consent be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely. Seek advice on digital secure sharing from your IT professional.
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. This record should be kept for at least three years.

COMMUNICATION WITH PARENTS

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

The academy will:
• ensure the Safeguarding and Child Protection Policy is published on the academy's website.
• ensure that students, parents/carers and visitors to the academy are clearly and visually informed of the name of the DSL and deputies.
• ensure that visitors are aware of their safeguarding duties while in the academy and how to report safeguarding concerns.

The academy will ensure that parents/carers understand the responsibilities placed on the academy and staff for safeguarding children.

When staff have a concern about an individual child that requires a referral to children's social care, parents/carers 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.

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 the academy 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 academy site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The academy will not accept the behaviour of any individual, parent/carer or anyone else, that threatens the academy 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 academy site.

If the academy is renting the premises to another organisation, the academy should ensure the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the academy on these matters where appropriate. The guidance on Keeping children safe in out-of-school settings details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

APPENDIX 1: STATUTORY FRAMEWORK AND GUIDANCE

In order to safeguard and promote the welfare of children, this policy has been developed in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004 (section 10 and section 14B)

London Safeguarding Children Procedures and Practice Guidance, 7th Edition, 2022

Working together to safeguard children (December 2023)

Children and Social Work Act 2017

Keeping Children Safe in Education (DfE September 2023)

Mandatory reporting of female genital mutilation procedural information.

Mental Health & Behaviour in Schools

Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2023

Data Protection Act (2018)

Children and Families Act 2014

Protecting Children from Radicalisation: The Prevent Duty, 2015

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Safeguarding Vulnerable Groups Act 2006

Sharing nudes and semi-nudes: advice for education settings working with children and young people

Voyeurism Offences Act 2019

DfE statutory guidance on Children absent from Education

Meeting digital and technology standards in schools and colleges 2024

The Sexual Offences Act 2003

Teaching Online Safety in Schools

Searching, screening and confiscation at school (DfE) 2023

Behaviour in Schools 2022

Preventing and Tackling Bullying

Redbridge Multi-Agency Safeguarding Thresholds: Are you worried about a child? March 2022

The Education Act 2011

Education Act 2002 (section 175 and 157)

The Education (Pupil Information) (England) Regulations 2005

Regulation 9 of the School Staffing (England) Regulations 2009

Regulated activity in relation to children: scope (Factual note by HM Government)

Child sexual exploitation: guide for practitioners

Help, protection, education: concluding the children in need review 2019

School Inspection Handbook

Inspecting safeguarding in early years, education and skills settings Guidance for Ofsted inspectors to use when inspecting safeguarding under the education inspection framework

APPENDIX 2: 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 & Discipline Policy

Central record of recruitment and vetting checks

Children Missing from Education Policy

Complaint's Policy

Data Protection Policy

Equalities Policy

First Aid Policy

Freedom of Information Policy

Health and Safety Policy

ICT Acceptable Use Policy

Keeping records of child protection and welfare concerns protocols

Offsite activities and educational visits policy and risk assessments

Mobile Phone Usage Policy

Physical Education and Sports guidance

Positive Handling and use of reasonable force policy

Premises inspection checklist

Prevention of radicalisation, extremism and terrorism

Recruitment and selection policy and procedures

Register of students' attendance

Remote learning policy

Safer recruitment policy

Relationships and Sex Education Policy

Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours Addendum

Special Educational Needs and Disabilities Policy

Staff code of conduct/behaviour policy - including acceptable use of technologies, staff/students' relationships and use of social media)

Staff discipline, conduct and grievance (procedures for addressing)

Statement of procedures for dealing with allegations of abuse against staff

Supporting students with medical conditions

Teachers' standards, Department for Education guidance available on GOV.UK website

Whistleblowing Procedures

Work Experience Handbook

APPENDIX 3: RECORD OF CONCERN

Summary of Procedures for the DSL

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

Using the levels of need described in the Redbridge LSCB document [Are You Worried about a Child](#), they will decide whether the child is in immediate danger or is at risk of harm, in which case a referral must be made, **immediately**, to children's social care and the police, not waiting until the end of the school day:

Redbridge CPAT (Child Protection and Assessment Team)
0208 708 3885
CPAT.referrals@redbridge.gov.uk.

Out of Hours Emergency Duty Team
020 8708 5897 Weekdays from 17:00 onwards and weekends

LBBD CPAT (Child Protection and Assessment Team)
020 8227 3811
https://www.lbbd.gov.uk/form/child-protection-referral-form

Out of Hours Duty Team
020 8594 8356 from 4:45pm to 9am, Monday to Friday, weekends and bank holidays

Newham CPAT (Child Protection and Assessment Team)
020 3373 4600 during office hours (Monday to Thursday, 9am to 5.15pm or Friday 9am to 5.00pm)
020 8430 2000 at any other time.

Havering Council on:
01708 433222 Monday to Friday (9am to 5pm)
01708 433999 Out of hours/weekends

Essex Council on:
0345 603 7627 ask for the priority line. Monday to Thursday 9am to 5:30pm, and Fridays 9am to 4:30pm
0345 606 1212 out of hours or bank holidays

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

The designated safeguarding lead or deputy should confirm any referrals in writing via a multi-agency referral form (MARF). The child protection and assessment team will clarify with the police or children's social care whether the parents should be told about the referral and when and by whom.
LBR Multi Agency Referral Form (MARF) Template

If early help is appropriate the designated safeguarding lead should support the relevant member of staff in liaising with other agencies and setting up an inter-agency assessment. If early help, or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

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

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

APPENDIX 4: REDBRIDGE LSCB MULTI-AGENCY THRESHOLD GUIDANCE

RSCP Multi-agency threshold guidance

Neglect – Redbridge Safeguarding Children Partnership

RESPONSIBILITIES: THE LOCAL AUTHORITY

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

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

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

• is disabled and has specific additional needs.
• has special educational needs (whether they have a statutory Education, Health and Care plan).
• is a young carer.
• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
• is frequently missing/goes missing from care or from home.
• is at risk of modern slavery, trafficking or exploitation.
• is at risk of being radicalised or exploited.
• is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
• is misusing drugs or alcohol themselves.
• has returned home to their family from care.
• is a privately fostered child.

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

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

Children Suffering or Likely to Suffer Significant Harm
Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about

maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

What Will LB Redbridge Social Care Do?
Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and decide about the next steps and the type of response that is required.
This will include determining whether:

• the child requires immediate protection and urgent action is required.
• whether the child is in need and should be assessed under section 17 of the Children Act 1989.
• there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989.
• any services are required by the child and family and what type of services.
• further specialist assessments are required to help the local authority to decide what further action to take.
• to see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead or deputy as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

APPENDIX 5: CONTACTS AND LINKS

CAF   **0208 708 2071**
                                           CAFDuty@redbridge.gov.uk
                                           CAFAdmin@redbridge.gov.uk

Child Protection & Assessment Team   **020 8708 3885**
                                           CPAT.Referrals@redbridge.gov.uk

CME - Children Absent from Education   **020 8708 6047 / 86029**
                                           cme@redbridge.gov.uk

Children with Disabilities Team   **020 8708 6092**
                                           Admin.CWDT@redbridge.gov.uk

Children's Services Complaints   **0208 8708 5174**
                                           ChildrensComplaints@redbridge.gov.uk

Families Together Hub   **0208 708 2071**
                                           Early.Intervention@redbridge.gov.uk

Emergency Duty Team EDT   **020 8708 5897**
(Out of hours: after 5pm & weekends, Public Holidays)

Local Authority Designated Officer   **020 8708 5350**
                                           lado@redbridge.gov.uk

Redbridge Safeguarding Children   **020 8708 5282**
Partnership   RedbridgeSCP@redbridge.gov.uk

School Improvement Service   **0208 708 3080**
                                           Mariam.Smith@redbridge.gov.uk

SEN Team   SENteam@redbridge.gov.uk

Research & Data Team   Research.Data@redbridge.gov.uk

Youth Offending Service MASH   YOSMASH@redbridge.gov.uk

Youth Service   YouthService@redbridge.gov.uk

Youth Offending Team   YouthOffending.Team@redbridge.gov.uk

Admissions   admissions@redbridge.gov.uk

Education Welfare Service   EWS@redbridge.gov.uk

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

Department for Education

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

UNICEF
https://www.unicef.org/

Multi-agency statutory guidance for dealing with forced marriage, which can both be found at https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage

School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@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).