



**SAFEGUARDING AND
CHILD PROTECTION POLICY**

The Palmer Catholic Academy

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.



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The Palmer Catholic Academy

Headteacher- Mr Paul Downey

Named personnel with designated responsibility for Safeguarding and Child Protection 2019-2020	
Designated Safeguarding Lead	Mrs L Williams Deputy Head
Deputy Designated Safeguarding Lead	Mrs C Mayer Assistant Headteacher
Designated Governor for Safeguarding & Child Protection	Mr J Bau-Mann
Chair of Governors	Mrs M Leslie-Povoas

Policy Review

This policy is due for review in March 2021 or to reflect statutory updates

Signature
Headteacher

Date:

Signature
Chair of Governors

Date:

1. INTRODUCTION

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

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

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

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies which encompass the safeguarding responsibilities of the academy. (Appendix 1 Linked Policies and Procedures). In particular this policy should be read in conjunction with the academy's Behaviour Policy, the Code of Conduct, (including acceptable use of technologies, staff/student relationships and the use of social media), the Safer Recruitment policy, the E-Safety Policy and the Anti-Bullying policy.

The aims of this policy are to:

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

All staff, volunteers and governors should know and understand this Safeguarding and Child Protection policy and their responsibility for implementing it. This will involve all staff reading, at a minimum, Part one, Part 5 and Annex A of [Keeping Children Safe in Education \(September 2019\)](#). Senior leader, the Chair of Governors and nominated safeguarding governor should read the full document.

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 body. 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, the named governor for safeguarding and through staff performance measures.

Our Academy Ethos

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 they are worried;
- ensure that children who have unmet needs are supported appropriately. This could include a referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected;
- where there is a safeguarding concern, take the child's wishes and feelings into account when determining what action to take and what services to provide and ensure that there are systems in place for children to express their views and give feedback;
- when concerned about the welfare of a child, always act in the best interests of the child;
- work with parents to build an understanding of the 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.

2. STATUTORY FRAMEWORK & GUIDANCE

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

- [The Children Act 1989](#)
- [The Children Act 2004](#) (section 10 and section 14B)
- Section 5B(11) of the [FGM Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015)
- [Children and Social Work Act 2017](#)
- [The Education Act 2011](#)
- [Education Act 2002](#) (section 175 and 157)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Regulation 9 of the School Staffing \(England\) Regulations 2009](#)
- [Regulated activity in relation to children: scope \(Factual note by HM Government\)](#)
- [Children and Families Act 2014](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#)
- Serious Crime Act 2015 Counter Terrorism and Security Act 2015 (Section 26) (PREVENT duty)
- [Redbridge Local Safeguarding Children Board Multi-Agency Thresholds Documents \(Are you worried about a child?\)](#)
- [Working Together to Safeguard Children \(DfE July 2018\)](#)
- [Keeping Children Safe in Education \(DfE September 2019\)](#)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)
- [What to do if you are worried a child is being abused – Advice for practitioners \(2015\)](#)
- [Revised Prevent duty guidance for England and Wales](#): guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [Inspecting safeguarding in early years, education and skills settings](#): Guidance for inspectors undertaking inspection under the common inspection framework (May 2019)
- [Statutory framework for the early years foundation stage](#)

[Working Together to Safeguard Children \(July 2018\)](#) includes changes to its guidance on 'Assessing need and providing help,' highlighting that all practitioners should be alert to the potential need for early help and that anyone who has a concern about a child's welfare should make a referral to children's social care.

The guidance on 'Organisational responsibilities' has a new section on 'People in positions of trust' which reiterates that schools should have clear policies for dealing with allegations against people who work with children.

The section on 'Multi-agency safeguarding arrangements' emphasises that all schools in the local area should be fully engaged, involved and included in the new arrangements for local safeguarding partners.

There is also guidance on the new arrangements for national and local reviews of serious child safeguarding cases and for child death review partners.

[Keeping Children Safe in Education \(2019\)](#) includes the following substantive changes:

Additional information about those who may particularly benefit from early help, including children: identified as SEND; who are young carers; showing signs of being drawn into anti-social or criminal behaviour, including gangs; frequently missing from care or from home; misusing drugs or alcohol; at risk of modern slavery, trafficking or exploitation; in a family context where there is, for example, substance abuse, mental health problems or domestic abuse; returned home from care; showing early signs of abuse and/or neglect; at risk of being radicalised or exploited; privately fostered;

Additional guidance on the safeguarding issues that can manifest as peer on peer abuse and an entirely new Part 5 to provide guidance for schools on how they should respond to reports of child on child sexual violence and sexual harassment. This 13-page section explains what schools should do immediately after a report of child-on-child sexual violence or sexual harassment;

New guidance on contextual safeguarding, that is the wider environmental factors present in a child's life which may be a threat to their safety and/or welfare; additional expectations for preventing children going missing from education;

In Annex B, further considerations about the responsibility of the governing body when appointing a designated safeguarding lead and the expertise expected of that role. These changes include an expectation that the DSL is a member of the senior leadership team. Additional on-line safety and SEND considerations for DSL training. Additional guidance about the responsibility of the designated teacher for children who have left care through adoption, special guardianship or child arrangement orders and the role of the LA for care leavers, updated to reflect [Children and Social Work Act 2017](#);

New paragraphs reflecting the use of 'reasonable force;'

In part three, clarification of safer recruitment processes including verifying any award of qualified teacher status (QTS) and the completion of teacher induction or probation periods and checking prohibitions, sanctions and restrictions applicable to those in or being considered for appointment to a teaching role, by using the Teacher Services system, and information schools should consider when obtaining references;

Also in part three, clarification of the minimum information that must be recorded on the single central record (SCR) including information about supply staff and fee-funded ITT trainees, and information about copies of documents that may be kept in a personnel file; further clarification of DBS checks for particular members of the academy community, such as governors, who should now have a section 128 check in the same way as academy trustees, and risk assessments, for example in relation to volunteers not engaging in regulated activity;

Heightened attention to the duty upon the academy to notify the local authority of information which suggests a child is being privately fostered;

In Annex A, entirely new sections on children and the court system, children with family members in prison, child criminal exploitation - county lines; domestic abuse; homelessness; peer on peer abuse; sexual violence and sexual harassment between children. There is also additional context for honour-based violence; the preventing radicalisation guidance now focuses on what staff should be doing and considering in Annex E clarification of the safeguarding arrangements for a homestay.

3. ROLE AND RESPONSIBILITIES

The governing body should ensure an appropriate senior member of staff from the academy leadership team is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the academy to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

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

Mrs L Williams – Deputy Head

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

Mrs C Mayer – Assistant Headteacher

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

Managing Referrals

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

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

The designated safeguarding lead will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation. The DSL must also understand the mandatory reporting duty FGM.

Work with Others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Headteacher to inform him / her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- Understand the local criteria for action and local protocol for assessment and ensure that these are reflected in the academy's own policies and procedures;
- as required, liaise with the "case manager" and the local authority designated officer (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise to staff

- liaise with the local authority and work with other agencies in line with [Working Together to Safeguard Children \(2018\)](#). 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 location escalation policies where the action of other agencies have not been sufficiently timely;
- share information with appropriate staff in relation to a child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school Headteacher in the authority that looks after the child. We keep a list of children looked after by the Local Authority. We monitor their progress and wellbeing carefully.

The Virtual Headteacher in LB Redbridge is Diane Taylor Diane.Taylor@redbridge.gov.uk

The Designated Teacher for Children Looked After is Mrs L Williams

Training

The designated safeguarding lead (and deputies) will undertake formal training, to provide them with the knowledge and the skills required to carry out the role, at least every two years. Training should include Prevent awareness training. In addition, their knowledge will be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to allow them to understand and keep up to date with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, including Redbridge LSCB thresholds and the LB Redbridge children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure every member of staff has access to and understands the academy's child protection policy and procedures, especially new and part-time staff;
- is alert to specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the academy and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- are able to maintain a centralised register of all concerns and referrals, including robust and chronological records of actions taken;
- are able to ensure that all concerns and referrals are regularly monitored and reviewed, that links are made to all contextual sources of information relevant to a child's safeguarding, for example their behaviour, attendance and learning and progress, and that all decisions are recorded and actioned;

- understand and support the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at 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;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measures the academy may put in place to protect them.

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

Raising Awareness

The designated safeguarding lead should:

- act as a source of support, advice and expertise to all staff;
- ensure this safeguarding and child protection policy is known, understood and used appropriately;
- ensure the policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and will work with the Governing Body regarding this;
- ensure this child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this;
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and
- be able to analyse concerns and referrals for patterns, trends and gaps and other safeguarding data and identify and target training for staff or groups of staff accordingly.

Child Protection File

Where children leave the academy, the designated safeguarding lead should:

- ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff, such as designated safeguarding leads and SENCOs, are aware as required.
- consider if it would be appropriate to share 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.

Summary of procedures

Following a report from a member of staff, volunteer or visitor the designated safeguarding lead will consider the level of need by applying the 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:

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

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). They will clarify with the police or children's social care whether the parents should be told about the referral and when and by whom.

<http://www.redbridgelscb.org.uk/wp-content/uploads/2018/12/LBR-Multi-Agency-Referral-Form-MARF-Template.doc>

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

4. RESPONSIBILITIES - THE GOVERNING BODY

It is the responsibility of the Governing Body to ensure that it complies with its duties under legislation. The Governing Body must also have regard to [Keeping Children Safe in Education \(September 2019\)](#) to ensure that our academy's policies, procedures and training are effective and comply with the law at all times.

The Governing Body should ensure there is a senior leader to take leadership responsibility for safeguarding arrangements. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a designated governor who champions safeguarding within the academy, at senior board level, who takes leadership responsibility for the academy's safeguarding arrangements and champions safeguarding within the academy.

The designated governor for safeguarding and child protection is: **Mr J Bau-Mann**

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

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

Policies

- Ensuring that an effective safeguarding and child protection policy is in place which describes in accordance with government guidance and refer to LB Redbridge multi-agency safeguarding arrangements, and which is updated annually (as a minimum) and is available publicly via the academy website and, when requested, in hard copy.
- Providing opportunity for staff to contribute to and shape the child protection policy and the arrangements for safeguarding.
- Ensuring that there is a staff behaviour policy 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 go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- Where reasonably possible, the academy will hold more than one emergency contact number for each student so that the academy has additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
- The academy will ensure that the information we provide to the local authority, when removing a child from the academy roll at standard and non-standard transition points, will be in accordance with the DfE statutory guidance children missing education
- Providing to all staff on induction, the academy's suite of policies and procedures relevant to child protection and safeguarding, along with [Part one, Part five and Annex A of Keeping children safe in education \(2019\)](#).
- Ensuring, through the actions of the Headteacher, that the above policies and procedures are followed by all staff.

- Taking a proportionate, risk-based approach to the level of information provided to temporary staff and volunteers.

Leadership of safeguarding

- Ensuring an appropriate senior member of staff is appointed to the role of designated safeguarding lead and ensuring that her/his lead responsibility for safeguarding and child protection is explicit in her/his job-description.
- Training the deputy designated safeguarding lead to the same standard as the designated safeguarding lead.
- The ultimate lead responsibility for safeguarding and child protection, as set out in [Keeping children safe in education \(2019\)](#), remains with the designated safeguarding lead. This responsibility should not be delegated.
- During term time, the designated safeguarding lead and/or a deputy should always be available (during school hours) for staff to discuss any safeguarding concerns.
- The designated safeguarding lead and deputy should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- In addition to this formal training, their knowledge and skills will be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments) at regular intervals, and at least annually, to keep up with any developments relevant to the role.

Multi-agency working

- Ensuring that the academy contributes to multi-agency working in line with statutory guidance [Working together to safeguard children \(July 2018\)](#).
- Academy leaders should have understanding of the academy's role in the new safeguarding partner 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. The academy will allow access for LB Redbridge Children's social care and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

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.

Further guidance about the governors' duty and expectations with regard to information sharing is set out in this policy on page 33 (including the seven golden rules for sharing information). The governing body has taken into account:

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

Staff training

- Ensuring that all staff undergo safeguarding and child protection training (including online safety) at induction. The training will be regularly updated. Induction and training will be in line with advice from the three local safeguarding partners;
- In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, 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 (2019).

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of incidents classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material: for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users: for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the governing body should ensure appropriate filters and appropriate monitoring systems are in place.

In devising the approach to online safety and teaching online safety, the governing body and academy leaders have taken into account Annex C of Keeping Children Safe: Online safety.

Opportunities to teach safeguarding

- The governing body should ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
- This will include covering relevant issues through Relationships Education (for all primary students) and Relationships and Sex Education (for all secondary students), and Health Education (for all students in state funded schools) which are mandatory from September 2020.
- Whilst it is essential that appropriate filters and monitoring systems are in place, the governing body should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Safer recruitment

The governing body should prevent people who pose a risk of harm from working with children

- By adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The governing body has recruitment and selection policies and procedures in place.
- In accordance with The School Staffing (England) Regulations 2009, the governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of this guidance.

The governing body regards it as vital that it has created a culture of safe recruitment and, as part of that, has adopted recruitment procedures that help deter, reject or identify people who might abuse children. The governing body has taken full account of the statutory guidance in Part three of Keeping Children Safe in Education: Safer recruitment, Annex F: Statutory guidance – regulated activity (children) – supervision of activity with children which is regulated activity when unsupervised and Annex G: Disclosure and Barring Service checks.

Concerns about a staff member who may pose a risk of harm to children

The Governing Body will ensure that academy leaders understand the correct procedures with regard to reporting safeguarding concerns or allegations about another member of staff (including a volunteer) posing a risk of harm to children. The Chair of Governors should ensure that these procedures are adhered to:

Concerns or allegations should be referred to the 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 LB Redbridge designated officer (LADO). The purpose of this initial discussion is for the LADO and the case manager in school to consider the nature, content and context of the allegation and agree a course of action. The case manager should not inform any member of staff of an allegation nor conduct any sort of investigation until s/he has first had the discussion with the LADO.

In the absence of the Chair of Governors, the Vice Chair should be contacted.

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

Local Authority Designated Officer 0208 708 5350

lado@redbridge.gov.uk

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

The governing body and academy leaders will ensure that they have read and understand [Part four of Keeping Children Safe in Education September 2019: 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 the academy 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.

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 is in need of 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.

Meeting legal duties to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

The child's wishes

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

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

In particular the governing body should ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children who are a particularly vulnerable group.

The governing body must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered 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](#).

Virtual school heads manage pupil premium for looked after children; they receive this funding based on the latest published number of children looked after by the local authority. The designated teacher should work with the virtual school head to discuss how funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan. The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

Care leavers

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan with the young person. The designated safeguarding lead should therefore have details of the local authority Personal Adviser appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The governing body should ensure this child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

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

The use of reasonable force in schools

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed.' The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.

The governing body and academy leaders have a separate policy which has taken account of advice for schools in Use of Reasonable Force in Schools.

Homestay during exchange visits

Schools often make arrangements for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. In particular, foreign visits can enrich the languages curriculum and provide exciting opportunities for 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 school and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange.

The governing body has taken account of Annex E of Keeping Children Safe in Education: Host families – homestay during exchange visits.

Peer on peer abuse

All staff should recognise that children are capable of abusing their peers. All staff should be clear about the policy and procedures with regard to peer on peer abuse.

The governing body should ensure that our safeguarding and child protection policy includes:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and, boys, perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:
 - bullying (including cyberbullying) sexual violence and sexual harassment;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - sexual violence such as rape, assault by penetration and sexual assault;

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, to obtain sexual gratification or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery).

The governing body takes account of Searching Screening and Confiscation Advice for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group Advice for Schools and Colleges on Responding to Sexting Incidents; and

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

5. 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.

Leadership and Management

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

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

Quality assurance

On behalf of the Governing Body, the Headteacher will ensure that all staff read at least [Part One of Keeping Children Safe in Education \(September 2019\)](#).

The Headteacher will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of the above guidance. This will include periodic audits of child protection files and records by the designated safeguarding lead, the Headteacher and external auditors.

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

The views of children, parents and carers and staff members will be sought on child protection and safeguarding arrangements through surveys, questionnaires and other means.

Ofsted inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In our academy in relation to self-evaluation of safeguarding we will take account of [Inspecting safeguarding in early years, education and skills settings](#) and the [School inspection handbook](#).

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

- publish the names and contact details for the designated safeguarding lead/s and any deputy designated safeguarding leads;
- as part of the induction programme for all new members of staff, including newly qualified teachers, provide safeguarding and child protection training. Staff new to the academy, like their established colleagues, will be expected to read and understand [Keeping Children Safe in Education \(2019\) 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 who go missing 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. Academy leaders will keep a record of staff induction and training

The Headteacher will allow access for children's social care from LB Redbridge and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

6. 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 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 the Child Protection and Safeguarding Policy and our safeguarding procedures. As part of your induction when you join the academy, you will receive training in this policy and its procedures, about the role of the designated safeguarding lead and the staff behaviour policy. This training will be updated at least every year and whenever the Child Protection and Safeguarding policy is reviewed by the Governing Body. You will be provided with [Part one, Part Five and Annex A of Keeping Children Safe in Education \(September 2019\)](#) and will be expected to read and understand it.

All staff should be aware of and familiar with the suite of policies relevant to safeguarding (see Appendix 1 Linked policies and procedures), particularly the following:

- the behaviour policy
- the staff code of conduct or staff behaviour policy
- the safeguarding response to children who go missing from education; and
- the identity and role of the designated safeguarding lead.

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

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

Advice and support

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

Identifying concerns

All staff should be 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. Types and indicators of abuse and neglect are described in Section 7 of this policy. [What to Do if You Are Worried a Child is Being](#)

Abused – Advice for Practitioners provides more information on understanding and identifying abuse and neglect.

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

Abuse, neglect and other safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another and this is why every concern must be recorded, in line with the academy's reporting processes, so that the designated safeguarding lead can 'join up' the pattern of concerns.

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

Additionally, you should be aware of the causes and indicators of specific forms of abuse and safeguarding issues. You should read [Annex A – Further Information, Keeping Children Safe in Education \(2019\)](#).

What staff should do if they have concerns about a child

If staff have any concerns about a child's welfare, they should act on them immediately, in line with our academy's policy and procedures and should always seek advice from the designated safeguarding lead.

Options will then include:

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

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

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

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

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

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

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

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

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

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 or not they have a statutory Education, Health and Care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;

- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

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

Statutory assessments

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

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

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. You must record information regarding the concerns immediately and according to the academy's agreed processes. The record must be a clear, precise, factual account of the observations (Appendix 2 - Record of concern). If in doubt about recording requirements, staff should discuss these with the designated safeguarding lead or deputy.

Female Genital Mutilation mandatory reporting duty for teachers

Whilst all staff should speak to the designated safeguarding lead or deputy with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See page 41 for further details.

What staff should do if they have concerns about safeguarding practices within the academy

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the academy safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the academy senior leadership team.

If a member of staff feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, there are other whistleblowing channels:

- General guidance can be found at: [Advice on whistleblowing](#)
- The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by school. Staff can call 0800 028 0285, the line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk
- contact Redbridge Children's Services Social Care: in office hours 020 8708 3888; out of hours 020 8708 5897; or email CPAT.Referrals@redbridge.gov.uk

7. RESPONSIBILITIES: THE LOCAL AUTHORITY

Children in need

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

Children suffering or likely to suffer significant harm

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

What will LB Redbridge social care do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and made a decision about the next steps and the type of response that is required.

This will include determining whether:

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

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

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

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

8. INDICATORS OF ABUSE AND NEGLECT

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

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see pages 43 - 45).

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

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and

emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9. SPECIFIC SAFEGUARDING ISSUES

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation / hazing type violence and rituals.

All staff should be clear as to the academy's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between children outside the academy. All staff, but especially the designated safeguarding lead and deputies should be considering the context within which such incidents and / or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information about contextual safeguarding is available from the [Contextual Safeguarding Network](#).

Appendix 4 Indicators of Harm, of this policy, contains important additional information about specific forms of abuse and safeguarding issues.

10. DEALING WITH A DISCLOSURE

All staff should know what to do if a child tells them that s/he is being abused or neglected. Staff should know how to manage an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse as this may not ultimately be in the best interests of the child.

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

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

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

11. RECORD KEEPING

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

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

- make brief notes immediately after the conversation;
- make a complete and formal record as soon as possible afterwards. Use the academy record of concern sheet (Appendix 2 of this policy) or upload on the academy's digital record;
- not destroy the original notes in case they are needed by a court;
- record the dates and times of your observations;
- record the date, time, place and any noticeable non-verbal behaviour and the actual words used by the child or any discussions you were involved in;
- record explanations given by the child / adult;
- draw a diagram to indicate the position of any injuries;
- record statements and observations rather than interpretations or assumptions;
- sign and date the record.

Report and submit records to the designated safeguarding lead immediately.

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

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

12. 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.

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

The governing body is aware that, among other obligations, the Data Protection Act 1998 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

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

The governing body should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

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

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

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

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

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

The seven golden rules to sharing information

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

13. COMMUNICATION WITH PARENTS

Academy leaders will:

- ensure the safeguarding and child protection policy is published on the academy website and on display in the entrance foyer;
- ensure that students, parents and visitors to the academy are clearly and visually informed of the name of the designated safeguarding lead and deputy;
- ensure that visitors are aware of their safeguarding duties while in the academy and how to report safeguarding concerns.

Academy leaders will ensure that the parents/carers have an understanding of 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.

14. MULTI-AGENCY WORKING

The academy has a pivotal role to play in multi-agency safeguarding arrangements. The governing body should ensure that the academy contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children. It is especially important that academy leaders understand our role in the new safeguarding partner arrangements.

Until any new arrangements are in place, academies should continue to work in partnership with the LSCB and follow LSCB local arrangements.

The governing body should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They 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. The academy should allow access for LB Redbridge children's social care and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or section 47 assessment.

The academy will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection case conferences and child protection review conferences, to consider individual children. We will submit reports and information and we keep our own records of discussions and agreements. When we disagree with the decisions which have been made, we will ask for our rationale and recommendations to be recorded and /or use Redbridge LSCB escalation and resolution policy.

The academy will participate in serious case reviews, other reviews and file audits as and when required to do so. The academy has a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

15. WHISTLE-BLOWING AND COMPLAINTS

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

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

A clear reporting procedure is in place for children, parents and other people to report concerns or complaints, including abusive or poor or unsafe practice and potential failures in the academy's safeguarding regime. All staff should be familiar with the academy's Whistle blowing policy.

16. SITE SECURITY

All staff members have a responsibility to ensure the buildings and grounds are secure and for reporting concerns that may come to light.

The identity of all visitors and volunteers coming into 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 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.

17. SAFER RECRUITMENT

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

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

We have a detailed Safe Recruitment policy which is informed by the guidance in [Keeping Children Safe in Education\(September 2019\)](#) and specifically Part three (Link to School Safer Recruitment policy)

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

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

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

18. ALLEGATIONS INVOLVING ACADEMY STAFF/VOLUNTEERS

It is the duty of the governing body to ensure that there are procedures in place to handle allegations against teachers, Headteachers, other staff and volunteers. Our procedures are based upon the guidance in Part four of Keeping Children Safe in Education (September 2019).

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) having behaved in a way that has harmed a child or may harm a child, possibly having committed a criminal offence against or relating 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, then:

- this should be referred immediately to the Headteacher;
- where there are concerns / allegations about the Headteacher, this should be referred immediately to the chair of governors.

Mrs Leslie-Povoas Telephone: 0208 590 3808 or email cog@tpc.academy

In the absence of the Chair of governors, the Vice Chair should be contacted. The Vice Chair in this academy is:

Mr Alexander Telephone 0208 590 3808 or email vcog@tpc.academy

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

The Headteacher or (where the Headteacher is the subject of an allegation) the chair of governors, should discuss the allegation immediately with the local authority designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer in order to help determine whether police involvement is necessary.

Local Authority Designated Officer: Helen Curtis 0208 708 5350 LADO@redbridge.gov.uk

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

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 is in need of 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.

APPENDIX 1- LINKED POLICIES AND PROCEDURES

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

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

- Anti-bullying policy
- Administration of medicines policy
- Attendance policy
- Behaviour policy*
- Central record of recruitment and vetting checks*
- Children missing from education policy and procedures*
- Complaints procedure statement*
- Data protection policy*
- Drug and alcohol education policy
- Early Years Foundation Stage policy* (including safeguarding and welfare)
- On-line safety policy
- Equalities information and objectives (public sector equality duty) statement*
- First Aid policy*
- Freedom of information policy*
- Health and safety policy* and risk assessments
- ICT acceptable use policy
- Keeping records of child protection and welfare concerns protocols
- Offsite activities and educational visits policy and risk assessments
- Pastoral care policy
- Physical education and sports guidance
- Positive handling and use of reasonable force policy
- Premises inspection checklist
- Prevention of radicalisation, extremism and terrorism
- Personal, social and health education policy
- Student images policy
- Recruitment and selection policy and procedures
- Register of students' attendance*
- Safer recruitment policy
- Sex*(and relationship education) policy
- Special educational needs and disabilities policy*
- Spiritual, moral, social and cultural development policy
- Staff code of conduct - 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

*Statutory policy (Statutory policies for schools September 2014)

APPENDIX 2- RECORD OF CONCERN

Record of concern

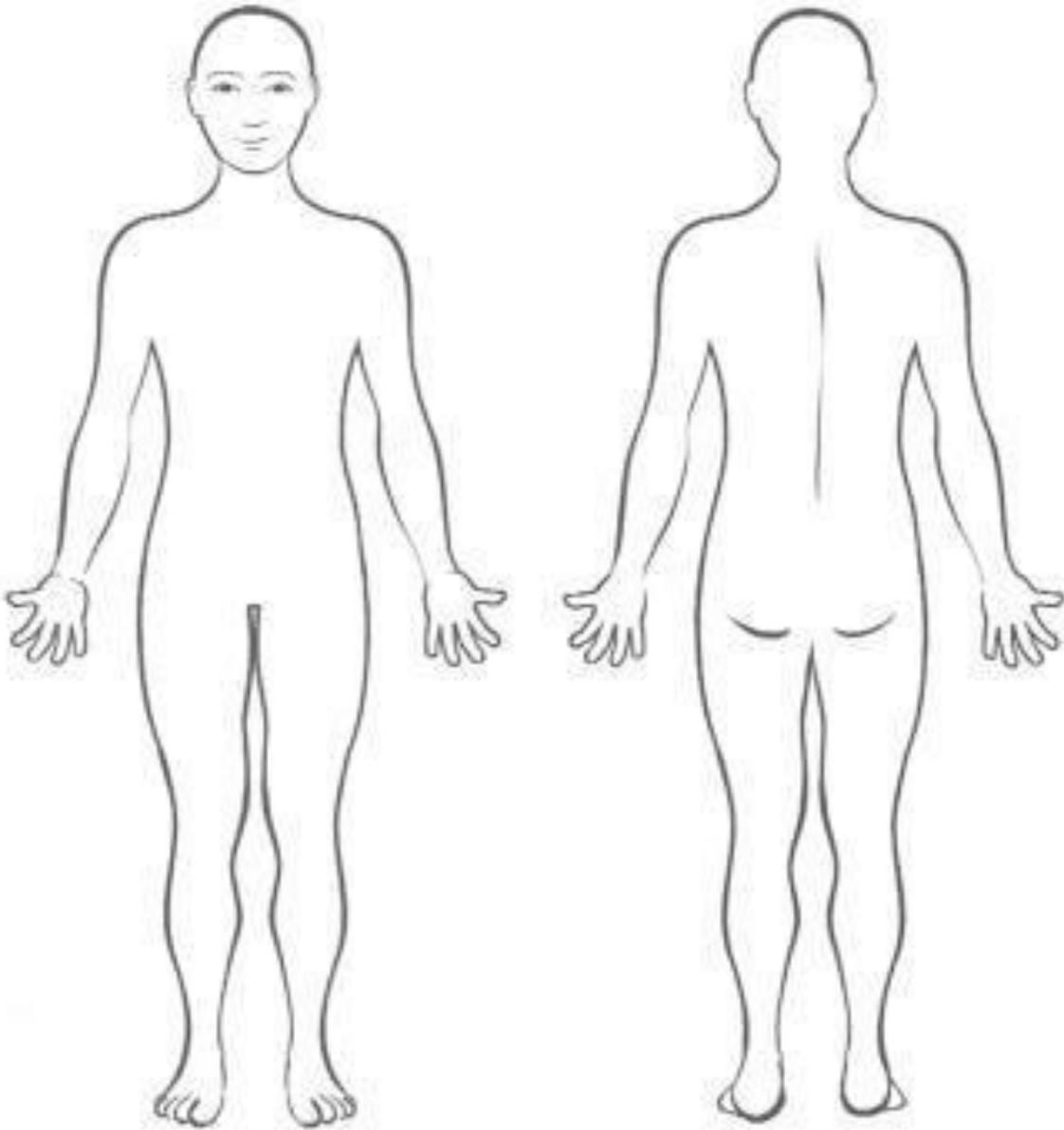
Child's Name:			
Child's DOB:			
Male/Female:	Ethnic Origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional Information: (context of concern/disclosure)			
Your response: (what did you do/say following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

Body Chart

Please use a pen or pencil to indicate areas of injuries



Date:	Time:
Student Initials:	D.O.B.:
Name of staff member:	

APPENDIX 3 - REDBRIDGE LSCB MULTI-AGENCY THRESHOLD GUIDANCE

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

[Are you worried about a child in Redbridge](#)

[Child Neglect Toolkit Checklist \(Redbridge LSCB\)](#)

APPENDIX 4 - INDICATORS OF HARM

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary 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 their school or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;

- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse signs symptoms effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#)

[Safelives: young people and domestic abuse](#)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17year olds could be living independently from their parents or

guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and

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

Forced marriage

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

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to 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 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.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁰³ to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools’ and colleges’ wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Educate Against Hate, a website launched by the Her Majesty’s Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college’s Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools

Context 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 will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be 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”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are 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 offences under the Sexual Offences Act 2003/105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment 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
- upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence and may constitute sexual harassment.'

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Physical abuse

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

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

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

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

Bruising

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

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

Fractures

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

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

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

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

Mouth Injuries

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

Poisoning

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

Fabricated or Induced Illness

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

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

Bite Marks

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

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

Burns and Scalds

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

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

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

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.

- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

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

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the parent

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much-needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties; may (or may not) be associated with this form of abuse
Parent/carer has convictions for violent crimes

Indicators in the family/environment

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

Emotional abuse

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

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

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

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

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

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

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self esteem
- Air of detachment - "don't care" attitude
- Social isolation - does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious

Indicators in the parent

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

Indicators of in the family/environment

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

SEXUAL ABUSE

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

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

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

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

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

Indicators in the child

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

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

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

Emotional/behavioural presentation

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

Indicators in parents

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

Indicators in the family/environment

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

NEGLECT

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

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

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

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

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

Indicators in the child

- Physical presentation
- Failure to thrive or, in older children, short stature Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold Swollen limbs with sores that are slow to heal, usually associated with old injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- Unmanaged/untreated health/medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay Inadequate social skills and poor socialisation

Emotional/behavioural presentation

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

Indicators in the parent

- Dirty, unkempt presentation Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, and hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community
- Family has history of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating Lack of opportunities for child to play and learn

APPENDIX 5 – CONTACTS AND LINKS

CAF	020 8708 2611 CAF Duty@redbridge.gov.uk CAF Admin@redbridge.gov.uk
Child Protection & Assessment Team	020 8708 3885 CPAT.Referrals@redbridge.gov.uk
Children Missing from Education	020 8708 6047 / 86029 cme@redbridge.gov.uk
Children with Disabilities Team	020 8708 6092 Admin.CWDT@redbridge.gov.uk
Children’s Services Complaints	0208 8708 5174 ChildrensComplaints@redbridge.gov.uk
Families Together Hub	020 8708 2611 Early.Intervention@redbridge.gov.uk
Emergency Duty Team EDT (Out of hours: after 5pm & weekends)	020 8708 5897
Local Authority Designated Officer	020 8708 5350 GM_LADO@redbridge.gov.uk
Local Safeguarding Children Board	020 8708 5282 LSCB@redbridge.gov.uk

Web links:

Ofsted

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/828763/Inspecting_safeguarding_in_early_years_education_and_skills.pdf

Redbridge LSCB

Worried about a Child? <https://www.redbridgescp.org.uk/wp-content/uploads/2015/09/Redbridge-LSCB-Multi-Agency-Thresholds-Document-September-2018-Final.pdf>

<https://www.redbridgescp.org.uk/wp-content/uploads/2016/04/RSCP-MA-Threshold-Summary-Document-September-2018-Final.pdf>

Escalation and Resolution Policy

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

Department for Education

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