



Safeguarding and Child Protection 2020

(Aligned with Keeping Children Safe in Education September 2020)

Glade Primary School

Updated May 2021

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School Glade Primary School

Headteacher : Mrs Farzana Hussain

Named personnel with designated responsibility for safeguarding and child protection 2020 - 2021	
Designated safeguarding lead	Mrs Farzana Hussain
Deputy designated safeguarding lead	Mr Philip Merchant Mrs Susan Jones Mrs Denise Graham
Online Safety lead	Mrs Hamida Miah
Designated governor / senior board lead for safeguarding & child protection	Mr David Hartsthorn
Chair of Governors	Mrs Naina Chavda

Policy Review

This policy was reviewed and adopted at the Governing Body Meeting on September 2020. It was updated in May 2021 and the updates were approved by the Governing body on

This policy is due for review in September 2021

Signature *Farzana Hussain* Date *18.05.2021*

Headteacher

Signature *Naina Chavda* Date *18/5/21*

Chair of Governors

Date of approval of Governors – 19th May 2021

INTRODUCTION

Purpose of this policy is to:

- Provide all staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- In accordance with relevant law and guidance, as set out below in the second section, this policy details our procedures for safeguarding and child protection.
- Ensure consistent good practice across the whole school community and define the responsibilities of school leaders, including governors, and all staff for safeguarding and child protection.

In this policy, a 'child' means all children and young people below 18 years of age.

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

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

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

All staff have a responsibility to provide a safe environment in which children can learn. Everyone who has contact with children and families has a role to play in identifying concerns, sharing information and taking prompt action so children and families can receive help and support. Having day to day contact with students, means that school staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer on peer sexual violence and sexual harassment, victimisation and/or exploitation.

This policy should be read in conjunction with the **Behaviour** policy, the **Code of conduct / Staff behaviour** policy (including Acceptable use of technologies, staff/pupil relationships and use of social media), the **Safer Recruitment** policy, the **Online-Safety** policy and the **Anti-Bullying** policy.

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 and governors reading, at a minimum, Part one, Part 5 and Annex A of [Keeping Children Safe in Education \(2020\)](#). Senior leaders, the Chair of Governors and nominated safeguarding governor should read the full document.

Glade Primary School ensures that arrangements are in place to safeguard and promote the welfare of students

by:

- Creating an environment that promotes the social, physical and emotional development of the individual child.
- Creating and maintaining a caring and safe environment where all students feel secure, are encouraged to communicate, and are listened to. Ensuring the voice of the child is paramount in documentation.
- Making sure that all students know which adults in the school they can approach if they have any worries.
- Teaching students to be aware of all forms of abuse including but not limited to online abuse, child sexual exploitation, female genital mutilation, criminal exploitation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence and sexual harassment.
- Establishing and maintain a culture of mental wellbeing
- Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.
- Providing effective, relevant and ongoing training and development for all staff and Governors. We do this through a variety of external providers, including local authority, prevent leads, and local County Lines Officers, regular updates in governors meetings to ensure best practice.
- establish and maintain an environment where school staff and volunteers feel well informed about safeguarding and child protection and are listened to when they have concerns about the safety and wellbeing of a child
- Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to other agencies, identify concerns early and prevent concerns from escalating
Ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
- Reviewing and supporting students who are subject to child protection plans and contributing to the implementation of the plan.
- Keeping meticulous, written records of concerns about students, even where there is no need to refer the matter immediately (this includes recording dates, times, people responsible, and actions), and ensuring all records are kept securely and shared appropriately.
- Ensuring that parents and carers also understand the responsibility placed on the school and its staff for safeguarding and child protection, work with parents to build an

understanding of the school's responsibilities for the welfare of all children, including the need for referrals to other agencies in some situations.

- Maintaining awareness of those students who are persistently absent or missing from school, notifying the local authority in line with 'Children Missing in Education' protocols.
- Maintaining clear procedure in line with the latest guidance for reporting allegations against staff members. Ensure that staff feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and are familiar with the appropriate whistleblowing procedures
- maintain an attitude of "it could happen here" where safeguarding is concerned
- Be aware around extra-familial harm, children may be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

Indicators of abuse and neglect

All school 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 the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or

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

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

Child Exploitation: Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

FGM: Whilst all staff should speak to the designated safeguarding lead or deputy regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on **teachers**. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#)

Contextual Safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. 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 ensure that all the available

evidence is considered, as part of the assessment and provide the full context of any abuse. Additional information about contextual safeguarding is available here: [Contextual Safeguarding](#)

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. And understands the importance of contextual safeguarding, i.e. that incidents or behaviours can be associated with factors outside the school and can occur between children outside of school.

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 regarding peer on peer abuse.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. [How to deal with sexual violence](#)

All staff should be considering the context within which such incidents and behaviours occur. This is known as contextual safeguarding and simply means that assessments should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Responding to Peer on Peer Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

Glade Primary are committed to promoting a nurturing environment where thoughts, behaviours, & attitudes are sex positive. Normalising and trivialising sexual violence, misogyny, slut shaming, victim blaming, and sexual harassment are not tolerated.

Glade Primary are aware of the importance of:

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

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This is likely to adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate

support. Children with Special Educational Needs and Disabilities (SEND) are three times more likely to be abused than their peers.

Sexual violence

Glade Primary 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 violence offences under the [Sexual Offences Act 2003](#) 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.

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;

physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos.
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

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

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

Normal	<ul style="list-style-type: none"> Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making
Inappropriate	<ul style="list-style-type: none"> Single instances of inappropriate sexual behaviour Socially acceptable behaviour within peer group Context for behaviour may be inappropriate Generally consensual and reciprocal
Problematic	<ul style="list-style-type: none"> Problematic and concerning behaviours Developmentally unusual and socially unexpected No overt elements of victimisation Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity
Abusive	<ul style="list-style-type: none"> Victimising intent or outcome Includes misuse of power Coercion and force to ensure victim compliance Intrusive Informed consent lacking or not able to be freely given by victim May include elements of expressive violence Violent Physically violent sexual abuse Highly intrusive Instrumental violence which is physiologically and/or sexually arousing to the perpetrator Sadism

Managing reports relating to current students

Part 5 of [Keeping Children Safe in Education 2020](#) sets out how schools and colleges should manage reports of child-on-child sexual violence and harassment. The needs and wishes of the victim are central. Considerations should include how the investigation proceeds and what support the victim requires (see

paragraph 278 of the guidance). The guidance also links through to a further Department for Education (DfE) advice document from May 2018: '[Sexual violence and sexual harassment between children in schools and colleges](#)'. The DfE advice set out the steps you should take to manage the students involved, including risk assessments, separating the students in lessons, investigating the report, and supporting the victim and alleged perpetrator.

Glade Primary ensure that staff have received training on how to hear disclosures, especially those of around sexual abuse, reporting to the DSL, and evidence that staff do understand how to manage reports.

Reports of child-on-child sexual abuse or sexual harassment can be complex to manage, and multiagency support (particularly children's social care and the police) can often help. Where a report of rape, assault by penetration or sexual assault is made, children's social care and the police should be informed. Before doing so, it is important to discuss this with the victim, explaining why it is important for other agencies to know and how these agencies will be able to support the victim.

When there has been a report of sexual violence, the Designated Safeguarding Lead (DSL) should make an immediate risk and needs assessment. It is the school's responsibility to ensure that a Risk Assessment is carried out for any child that is SEND and is non-verbal. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

Other allegations can be managed within the school and/or with support from children's social care providers.

Support for victims

It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

The NSPCC have set up a dedicated helpline. Young people and adults can contact the [NSPCC](#) helpline, Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

[Project deSHAME](#) provides useful research, advice and resources regarding online sexual harassment.

Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at [Rape Crisis](#), who can provide therapeutic support for children who have experienced sexual violence and [The Survivors Trust](#). If the abuse was online [Internet Watch Foundation](#) can remove images that have been posted online.

Support for the alleged perpetrator

An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.

Support for staff

The NSPCC estimates that 1 in 20 people were sexually abused as children, hearing disclosures may bring up difficult feelings and memories for staff. It is important that staff are supported and encouraged to talk about their experiences via appropriate mechanisms such as supervision, counselling or psychotherapy. [Education Support](#) would be a good starting point for staff.

Mental Health

Staff should be aware of the link between mental health and safeguarding and the role that schools play in detecting possible problems and supporting good mental wellbeing. While only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one.

Domestic Abuse

Domestic abuse can impact on children when they witness it at home and/or suffer it in an intimate personal relationship and signposted additional information and support. [Operation Encompass](#) and the National Domestic Abuse Helpline with other references to the [NSPCC](#), [Refuge](#) and [SafeLives](#)

Some students are at increased risk of abuse. Some students face additional barriers with respect to recognising or disclosing abuse. The school is committed to recognising diversity and ensures anti-discriminatory practices. We ensure that all students have the same protection.

The school give special consideration to students who:

- Have special educational needs (SEN) or disabilities.
- Are young carers.
- May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality.
- Are at risk of criminal or sexual exploitation, forced marriage, or radicalisation.
- Are asylum seekers.
- Are known to be living in difficult situations e.g. where there are issues at home, such as: substance abuse/misuse, mental health or domestic violence or where a family member has mental health needs.
- Are at risk due to either their own mental health needs.
- Are within the care system and are looked after or previously looked after.

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)
- [London Child Protection Procedures](#)

- [Working together to safeguard children \(July 2018\)](#)
- [Keeping Children Safe in Education \(DfE September 2020\)](#)
- [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 \(section 175 and 157\)](#)
- [Preventing and Tackling Bullying 2017](#)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Staffing \(England\) Regulations 2009](#)
- [Regulated activity in relation to children: scope \(Factual note by HM Government\)](#)
- [The Sexual Offences Act 2003](#)
- [Child sexual exploitation: guide for practitioners](#)
- [Help, protection, education: concluding the children in need review 2019](#)
- [Mental Health and Behaviour in Schools 2018](#)
- [Promoting children and young people's emotional health and wellbeing 2015](#)
- [Relationships education, relationships and sex education \(RSE\) and health education 2019](#)
- [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 \(Are you worried about a child?\) \(March 2018\)](#)
- [Teaching Online Safety in Schools June 2019](#)
- [What to do if you are worried a child is being abused – Advice for practitioners \(2015\)](#)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)
- [Revised Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty in the Counterterrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism](#)
- [School inspection handbook](#)
- [Inspecting safeguarding in early years, education and skills settings: Guidance for inspectors undertaking inspection under the common inspection framework \(September 2019\)](#)
- [Statutory framework for the early years foundation stage](#)

RESPONSIBILITIES: ALL STAFF

School staff are particularly important as they can identify concerns early, provide help for children and prevent concerns from escalating.

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

It is the responsibility of every member of staff to know and understand this Safeguarding and child protection policy and our safeguarding procedures. As part of your induction when you join the school, you will receive training in this policy and its procedures, about the role of the designated safeguarding lead and the staff behaviour policy. This training will be updated at least every year and whenever the Safeguarding and Child Protection Policy is reviewed by the Governing Body. In addition, 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.

You will be provided with [Part one, Part five and Annex A of Keeping Children Safe in Education \(2020\)](#) 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; and
- the safeguarding response to children who go missing from education.

Advice and support

Every school should have a designated safeguarding lead who is the first point of contact for safeguarding and child protection concerns. 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 as soon as is practically possible.

Identifying Concerns

All staff should be aware of the indicators of abuse and neglect. Types and indicators of abuse and neglect are described in **Section 8** 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.

Abuse, neglect and other safeguarding issues are rarely stand-alone episodes, therefore every concern must be recorded, in line with the school'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 \(2020\)](#)

Staff should immediately raise any mental health concerns which are *also* safeguarding concerns with the Designated Safeguarding Lead (**DSL**) or deputy and follow their child protection policy.

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 school's policy and procedures and should always seek advice from the designated safeguarding lead. 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.

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.

The school should insert here its guidance on managing a disclosure, for example:

When a child has made a disclosure, or when an individual has concerns about a child's welfare our school 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. Upload on the school's digital record – CPOMs. Or if unable to access this use the school record of concern sheet see appendix*
- *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 (use the diagram on CPOMs or upload drawing as an attached file.*
- *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 pupils where there are concerns, with an overview chronology and a record of all communications and actions.

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

- using CPOMs; Files are stored electronically
- are stored in file in main office any hard copy report forms

Options will then include:

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

Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

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

All staff should be aware 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.

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.

["National Police Chief's Council \(NPCC\) – When to call the police"](#)

DSLs, their deputies and senior leaders should be made aware of the NPCC guidance and use it when considering whether to make a Police report and when liaising with the Police on safeguarding issues.

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

If, at any point, there is a risk of immediate serious harm to a child a referral 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 RSCB Escalation and Resolution Policy](#)

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

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

- **Listen carefully to what they're saying** - Be patient and focus on what you're being told. Try not to express your own views and feelings. If you appear shocked or as if you don't believe them it could make them stop talking and take back what they've said.
- **Give them the tools to talk** - If they're struggling to talk to you, show them [Childline's letter builder tool](#). It uses simple prompts to help them share what's happening and how they're feeling.
- **Let them know they've done the right thing by telling you** - Reassurance can make a big impact. If they've kept the abuse a secret it can have a big impact knowing they've shared what's happened.
- **Tell them it's not their fault** - Abuse is never a child's fault. It's important they hear, and know, this.
- **Say you'll take them seriously** - They may have kept the abuse secret because they were scared, they wouldn't be believed. Make sure they know they can trust you and you'll listen and support them.
- **Don't confront the alleged abuser** - Confronting the alleged abuser could make the situation worse for the child.
- **Explain what you'll do next**- For younger children, explain you're going to speak to someone who will be able to help. For older children, explain you'll need to report the abuse to someone who can help.
- **Report what the child has told you as soon as possible**- Report as soon after you've been told about the abuse so the details are fresh in your mind and action can be taken quickly. It can be helpful to take notes as soon after you've spoken to the child. Try to keep these as accurate as possible.

What Staff Should Do If They Have Concerns About Safeguarding Practices Within School

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

- [whistleblowing policy](#) Glade Primary School's

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's what you can do to report abuse dedicated 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

ROLE AND RESPONSIBILITIES: THE DESIGNATED SAFEGUARDING LEAD

The role of the Designated Safeguarding Person was specified in the Children Act 2004 and ensures every organisation had a "named person" for safeguarding children and young people. The school can appoint deputies to support the role of the DSL.

Key Aspects of the Designated Person role includes:

- Being the first point of contact for all safeguarding concerns
- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand child abuse and neglect
- Referring any child protection concerns to social care
- Referring to relevant agencies who can provide support to children and families
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues.
- DSLs should work closely with senior mental health leads.

The full outline of the role can be found in: [Keeping Children Safe in Education \(DfE September 2020\)](#)

Changes to the DSL role have been outlined in KCSIE 2020:

"help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children."

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

Manage Referrals

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

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

Promoting educational outcomes for children with Social Workers

- Share information about welfare, safeguarding and child protection issues with teachers and leaders
- Have focus on children with social workers to ensure that these students are able to achieve the best academic outcomes and support staff to identify the challenges these children may face, helpful information can be found in [what works in education for children who have social workers](#).

Multi-agency Working

The designated safeguarding lead is expected to:

- liaise with the headteacher to inform her / him of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- understand the local criteria for action and the local protocol for assessment and ensure that these are reflected in the school'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 SENDCos) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- support staff who make referrals to the Channel programme, to the police or to children's social care.

- be prepared to supply information, as requested by the three safeguarding partners.
- work with social care, the police, health and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help, when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- where necessary, and in liaison with the headteacher, use local escalation policies where the actions of other agencies have not been sufficiently timely.
- share information with appropriate staff in relation to the child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- local authorities should share that a child has a social worker with the DSL
- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The 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. The school has a designated teacher for children looked after. We keep a list of children looked after by the Local Authority. We monitor their progress and wellbeing carefully.
- The DSL should be aware of the three safeguarding partners arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements.
- The DSL and deputies will need to have in place clear systems and processes to identify these needs around mental health and to consider when they become a safeguarding concern

The Virtual Headteacher in LB Redbridge is - Shola Steele
Sholah.Steele@redbridge.gov.uk

The Designated Teacher for Children Looked After is – Farzana Hussain –
Farzana/hussain@glade.redbridge.sch.uk

Training

The designated safeguarding lead (and deputies) should undertake formal training, to provide them with the knowledge and the skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training described above, their knowledge and skills should 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 [RSCB Multi-agency thresholds](#) and the LB Redbridge and all other boroughs children's social care referral arrangements.
- have a working knowledge of how the local authority conducts 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 each member of staff has access to, and understands, the school's child protection policy and procedures, especially new, agency and part-time staff.
- are alert to specific needs of children in need, those with special educational needs and disabilities, young carers.
- understand relevant data protection legislation and regulations, especially the [Data Protection Act 2018](#) and the [General Data Protection Regulation](#) (GDPR).
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners.
- can keep detailed, accurate, secure written records of concerns and referrals.
- can 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 school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- 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 measure the school may put in place to protect them.

Our deputy designated safeguarding lead is trained to the same standard as the lead and formal training will be updated at least every two years.

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 this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
- ensure this child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made.
- 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 school, 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 pupil 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 SENDCos, are aware as required.
- consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead or deputy should always be available (during school hours), for staff to discuss any safeguarding concerns. Whilst the designated safeguarding lead or deputy would be expected to be available in person, sometimes availability by phone or Skype, for staff to discuss any safeguarding concerns, will be acceptable.

School leaders will ensure appropriate cover arrangements for any out of hours/out of term activities.

RESPONSIBILITIES: THE HEADTEACHER

The headteacher will ensure that the policies and procedures adopted by the governing body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

Quality assurance

- On behalf of the governing body, the headteacher will ensure that all staff read at least Part one, Part five and Annex A of [Keeping Children Safe in Education \(2020\)](#)
- Where a head teacher is also the sole proprietor of an independent school it is now mandatory to report to the LADO.

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 will quality assure the effectiveness of the designated safeguarding lead in all aspects of their role (as defined in this policy). The headteacher will also ensure that provision for the early years meets the specific safeguarding requirements described in the [Statutory Framework for the Early Years Foundation Stage](#) (April 2017) pages 16 – 20.

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 arrangements for safeguarding children and learners are effective. In our school in relation to self-evaluation of safeguarding we will take account of [Inspecting Safeguarding in Early Years, Education and Skills Settings](#) and the [School Inspection Handbook](#).

In order that all members of staff have the knowledge and skills required to fulfil their duties, school 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 school, like their established colleagues, will be expected to read and understand [Keeping Children Safe in Education \(2020\) 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 school 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. School leaders will keep a record of staff induction and training

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then: this should be referred to the headteacher or principal

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.

[Annex A – Further Information, Keeping Children Safe in Education \(2020\)](#)

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

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

Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here:

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

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS)27 guidance: Education for a connected world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

RESPONSIBILITIES: THE GOVERNING BODY

The governing body's responsibilities are to ensure that it complies with its duties under legislation. The governing body should ensure there is a senior board level lead 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 should be a designated lead, at senior board level, who takes leadership responsibility for the school's safeguarding arrangements and champions safeguarding within the school. The governing body has agreed that our Chair of Governors will not be our safeguarding governor in order that the Chair can hold that governor to account for the specific duties of the role.

The governing body must also have regard to [Keeping Children Safe in Education \(September 2020\)](#) and the [Governance Handbook](#) to ensure that the school's policies, procedures and training are always effective and comply with the law.

The senior lead governor for child protection and safeguarding will meet with the designated safeguarding lead termly to ensure safeguarding arrangements are effective. The governing body has agreed the senior lead governor for safeguarding, with the DSL, 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 procedures in accordance with government guidance and refers to LB Redbridge multi-agency safeguarding arrangements, and which is updated annually (as a minimum) and is available publicly via the school website and, when requested, in hard copy.
- Providing opportunities for staff to contribute to and shape the child protection policy and the arrangements for safeguarding.
- Ensuring that there is a staff behaviour policy or code of conduct that includes, amongst other expectations, acceptable use of technologies, staff/pupil 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 school will hold more than one emergency contact number for each pupil so that the school has additional options to make contact with a responsible adult when a child missing from education is also identified as a welfare and/or safeguarding concern.
 - The school will ensure that the information we provide to the local authority, when removing a child from the school role, 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 school'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 \(2020\)](#).
- 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.
- The job description will need to be reviewed in line with new KCSIE 2020 updates of the enhanced focus and additional responsibility for DSLs, schools should revisit the DSL job description and review how the DSL can work to promote educational outcomes, and consider what resources, systems, training, and support should be put in place to facilitate this – for example, schools may consider providing additional training, delegating other (non-safeguarding) responsibilities a DSL post-holder may have, ensuring DSLs have sufficient time to fulfil their duties, or appointing more DSLs or deputies to share the load. Schools and DSLs will need to establish or review current systems for reporting and monitoring children’s progress, both within the school and with relevant external agencies, as appropriate.
- The new three safeguarding partner arrangements should have been in place from September 2019 and DSLs should ensure they are aware of what these are and liaise with relevant contacts, such as the Local Authority Designated Officer (**LADO**) and children’s services.
- Training the deputy designated safeguarding lead to the same standard as the designated safeguarding lead. And ensure resources to support the development of these roles
- The ultimate lead responsibility for safeguarding and child protection, as set out in [Keeping Children Safe in Education \(2020\)](#), 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 school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children \(July 2018\)](#).
- New safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

- It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.
- The governing body should understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's own policies and procedures.
- The governing body should also be prepared to supply information as requested by the three safeguarding partners.
- The school 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.

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 school and with the three safeguarding partners, other agencies and practitioners are in place.

Further guidance about the governors' duty and expectations regarding information sharing is set out in this policy on page 34 (including the seven golden rules for sharing information).

- [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.

Staff Training

- Ensuring that all new staff (new to the role and/or new to the school including agency staff and interim appointments) undergo safeguarding and child protection training (including online safety) at induction.
- All staff should receive appropriate safeguarding and child protection training. Our school has agreed that this training will be delivered every year. **External providers delivered training to all staff at Glade for safeguarding and the PREVENT duty in September 2020**
- Induction and training will be in line with advice from the three local safeguarding partners.
- In addition to this annual training, all staff will receive regular safeguarding and child protection training and updates

(for example, via email, e-bulletins, staff meetings) throughout the school year, to provide them with relevant skills and knowledge to safeguard children effectively.

- Ensuring all staff read at least [Part one, Part five and Annex A of Keeping Children Safe in Education \(2020\)](#)

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 school leaders have taken into account [Annex C of Keeping Children Safe: Online safety](#).

[Schools Online Safety Policy](#)

Our online policy includes guidance and rules regarding the use of pupil/staff mobile technology and access to the internet via 3G, 4G and 5G on our premises.

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 pupils) and Relationships and Sex Education (for all secondary pupils), and Health Education (for all pupils in state funded schools) which are mandatory from September 2020. [Guidance for SRE 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.
- Governing bodies and proprietors – who supervise, direct and control supply teachers whilst they are working at a school – should discuss with the agency whether it is appropriate to suspend or redeploy the supply teacher to another part of the school whilst investigating the allegation. Schools should inform the supply agency of its process for managing allegations, and agencies should be fully involved and co-operate with the LADO’s enquiries. Schools are expected to handle the allegation as they are best placed to collect facts and information required for the referral process
- Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

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

[Safer Recruitment Policy](#)

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

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

- Concerns or allegations should be referred to the headteacher.
- Where there are concerns/allegations about the headteacher, these should be reported to the Chair of Governors

- The headteacher or Chair of Governors, as appropriate, should **discuss the allegation immediately with the 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.

Local Authority Designated Officer

0208 708 5350 lado@redbridge.gov.uk

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

The governing body and school leaders will ensure that they have read and understand [Part four of Keeping Children Safe in Education September 2020: Allegations of abuse made against teachers and other staff](#).

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

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

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children’s social care services to determine whether the child concerned needs services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil or 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 pupil or student.

Supply Teachers

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing bodies and proprietors should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

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 school 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 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 that 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 pupils 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](#).

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 and disabilities (SEND) 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 SEND.

The Use of Reasonable Force in Schools

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that 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 pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The governing body and school leaders have a separate policy which has taken account of advice for schools in [Use of Reasonable Force in Schools](#).

[Positive Handling Policy](#)

Homestay during exchange visits

Schools often plan for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. Foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils 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

The senior lead governor for safeguarding will monitor:

- the school's 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).
 - initiation/hazing type violence and rituals.

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. Annex A – Further Information, Keeping Children Safe in Education \(2020\)](#)

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 school and with the three safeguarding partners, other organisations, agencies and practitioners as required.

["Data protection: toolkit for schools"](#), supports schools with data protection activity, including compliance with GDPR.

Schools should ensure that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern - making reference to relevant guidance such as the new toolkit and the July 2018 guidance – [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The training should also cover how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose.

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

The governing body is aware that, among other obligations, the Data Protection Act 2018 and 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. Please contact the schools Data Protection Lead if there are any concerns around data sharing.

The governing body should ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and 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, if it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Where children leave the 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 pupil file. Receiving schools and colleges should ensure key staff such as

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

In addition to the child protection file, the 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 must make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations regarding the Data Protection Act 2018 and GDPR. If in any doubt about sharing information, staff should speak to 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 individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your data protection lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone be clear of the basis upon which you are doing so. Where you do not have consent be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only

with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely. Seek advice on digital secure sharing from your IT professional.

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. This record should be kept for at least three years.

COMMUNICATION WITH PARENTS

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

School leaders will:

- ensure the safeguarding and child protection policy is published on the school website and on display in the entrance foyer.
- ensure that pupils, parents and visitors to the school 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 school and how to report safeguarding concerns.

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

When staff have a concern about an individual child that requires a referral to children’s social care, parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuses informed.

- delay. leading to an unreasonable
- evidential material. leading to the loss of
- placing a member of staff from any agency at risk.

SITE SECURITY

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

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual, parent or anyone else, that threatens the school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

APPENDIX 1: LINKED POLICIES AND PROCEDURES

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • abuse policy | <ul style="list-style-type: none"> Anti-bullying or peer on peer |
| <ul style="list-style-type: none"> • policy | <ul style="list-style-type: none"> Administration of medicines |
| <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> Attendance policy Behaviour policy* Central record of recruitment |
| <ul style="list-style-type: none"> • and vetting checks* | <ul style="list-style-type: none"> Children missing from |
| <ul style="list-style-type: none"> • education policy and procedures* | <ul style="list-style-type: none"> Complaints procedure |
| <ul style="list-style-type: none"> • statement* | <ul style="list-style-type: none"> Data protection policy* Drug and alcohol education |
| <ul style="list-style-type: none"> • • • | <ul style="list-style-type: none"> Early Years Foundation Stage |
| <ul style="list-style-type: none"> • policy (including safeguarding and welfare) | <ul style="list-style-type: none"> On-line safety policy Equalities information and |
| <ul style="list-style-type: none"> • objectives (public sector equality duty) statement* | <ul style="list-style-type: none"> First Aid policy* Freedom of information |
| <ul style="list-style-type: none"> • • | |
| <ul style="list-style-type: none"> • policy* | |

- risk assessments
- protection and welfare concerns protocols
- educational visits policy and risk assessments
- guidance
- reasonable force policy
- extremism and terrorism
- education policy
- policy and procedures
- attendance*
- Remote learning policy
- education) policy
- Sexual Violence and Sexual harassment policy
- disabilities policy*
- cultural development policy
- conduct/behaviour policy* - including Acceptable use of technologies, staff/pupils' relationships and use of social media)
- grievance (procedures for addressing) *
- dealing with allegations of abuse against staff*
- medical conditions*
- Department for Education guidance available on GOV.UK website
- Health and safety policy* and
- ICT acceptable use policy
- Keeping records of child
- Offsite activities and
- Pastoral care policy
- Physical education and sports
- Positive handling and use of
- Premises inspection checklist
- Prevention of radicalisation,
- Personal, social and health
- Pupil images policy
- Recruitment and selection
- Register of pupils'
- Safer recruitment policy
- Sex*(and relationship
- Special educational needs and
- Spiritual, moral, social and
- Staff code of
- Staff discipline, conduct and
- Statement of procedures for
- Supporting pupils with
- Teachers' standards,
- Whistleblowing procedures*
- Work experience handbook

*Statutory policy (Statutory policies for schools September 2014

APPENDIX 2: RECORD OF CONCERN

Summary of Procedures for the DSL

Following a report from a member of staff, volunteer or visitor, the designated safeguarding lead will consider the level of need by applying the local thresholds for referral which Redbridge Local Safeguarding Children Board (LSCB) has agreed for use by all agencies and professionals who are worried or concerned about a child's safety or welfare. This will include other boroughs that children attend school from including Havering, Barking and Dagenham, Newham, Waltham Forest, Cambridge.

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

Redbridge CPAT (Child Protection and Assessment Team)

0208 708 3885

CPAT.referrals@redbridge.gov.uk.

Out of Hours Emergency Duty Team

020 8708 5897 Weekdays from 17:00 onwards and weekends

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

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

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

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

Child's Name:			
Child's DOB:			
Male/Female:	Ethnic origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			

Additional Information: (context of concern/disclosure)	
Your response: (what did you do/say following the concern)	
Your name:	Your signature:
Your position in school:	Date and time of this recording:
Action and response of designated safeguarding lead / headteacher	
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?
Name:..... Date:.....	

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

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date and time of any incidents or when a concern was observed?
- ✓ Date and time of written record?
- ✓ Distinguish between fact, opinion and hearsay?
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Record free of jargon?

- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ The record includes an attached completed body map (if relevant) to show any visible injuries?



Body Chart 1.pdf



Body Chart 2.pdf

APPENDIX 3: REDBRIDGE LSCB MULTI-AGENCY THRESHOLD GUIDANCE

[Redbridge LSCB Multi-agency threshold guidance](#)

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

[Neglect Toolkit for assisting the identification of child neglect \(Redbridge LSCB September 2014\)](#)

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

RESPONSIBILITIES: THE LOCAL AUTHORITY

Early Help

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

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

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

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care plan).

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

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

Children in Need

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

Children Suffering or Likely to Suffer Significant Harm

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

What Will LB Redbridge Social Care Do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make 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.

APPENDIX 4: 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
lado@redbridge.gov.uk

Redbridge Safeguarding Children Board

020 8708 5282
RSCB@redbridge.gov.uk

Weblinks:

Ofsted <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015/inspecting-safeguarding-in-early-years-education-and-skills-settings>

Redbridge LSCB

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

<https://www.redbridgescp.org.uk/wp-content/uploads/2015/09/Redbridge-SCP-Multi-Agency-Thresholds-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 \(March 2015\)](#)