



Read Academy's Safeguarding and Child Protection Policy 2018/2019

Headteacher: Mr Gulam Abbas Hussain

Policy reviewed: **November 2018** | Next review: **September 2019**

Named personnel with designated responsibility for child protection 2018 - 2019	
Designated safeguarding lead	Mr Gulam Abbas Hussain
Deputy designated safeguarding lead(s)	Ms Hanila Ali Syed Ms Farhana Begum
Designated Senior Development Leader (SDL) for safeguarding & child protection	Dr Kiran Rahim
Chair of SDL governing body	Mr Sameer Abbas

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1. INTRODUCTION AND AIMS

Everyone at Read Academy who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important in safeguarding and promoting the welfare of children as we are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

Our school staff form part of the wider safeguarding system for children.

Our school will work with children's social care, the police, health services and other services to promote the welfare of children and protect them from harm.

This policy applies to all staff, including volunteers, temporary staff and contractors, working in or on behalf of the school and provides information about the actions the school expect from all staff members, it will be updated annually and known to everyone working in the school and the SDL governing body. It will be available to parents on request and via our website.

Everyone working in or for our school shares the objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn and develop in our school setting;
- Identifying and responding to 'early help' needs of children and families;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting;
- Maintaining a culture of vigilance and an attitude of '**It could happen here**'.

This Safeguarding and Child Protection policy forms part of a suite of documents and policies which encompass the safeguarding responsibilities of the school. ([Appendix 1 Linked Policies and Procedures](#)). In particular this policy should be read in conjunction with the Behaviour policy, the Staff Code of Conduct, the Safer Recruitment policy, the Online-Safety policy and the Anti-Bullying policy.

The aims of this policy are to:

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

2. OUR SCHOOL'S COMMITMENT

Read Academy is committed to safeguarding and promoting the welfare of all of our pupils. Each pupil's welfare is of paramount importance. Throughout this document 'children' includes everyone under the age of 18.

Safeguarding and promoting the welfare of children is defined as:

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

Child Protection refers to procedures and actions undertaken regarding children who are at risk of being seriously harmed or have been significantly harmed.

In delivering our safeguarding duties, at Read Academy we will:

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

3. STATUTORY FRAMEWORK & GUIDANCE

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

- [The Children Act 1989](#)
- [The Children Act 2004](#) (section 10 and section 14B)
- [Section 5B\(11\) of the FGM Act 2003 \(as inserted by section 74 of the Serious Crime Act 2015\)](#)
- [Children and Social Work Act 2017](#)
- [The Education Act 2011](#)
- [Education Act 2002](#) (section 175 and 157)
- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Regulation 9 of the School Staffing \(England\) Regulations 2009](#)
- [Regulated activity in relation to children: scope \(Factual note by HM Government\)](#)
- [Children and Families Act 2014](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#)
- [Serious Crime Act 2015 Counter Terrorism and Security Act 2015 \(Section 26\) \(PREVENT duty\)](#)
- [Redbridge Local Safeguarding Children Board Multi-Agency Thresholds Documents \(Are you worried about a child?\) \(March 2018\)](#)
- [Working together to safeguard children \(July 2018\)](#)

- [Keeping Children Safe in Education \(DfE September 2018\)](#)
- [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 Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [Inspecting safeguarding in early years, education and skills settings](#): Guidance for inspectors undertaking inspection under the common inspection framework (23 August 2016)
- [Statutory framework for the early years foundation stage](#)

4. INDICATORS OF ABUSE AND NEGLECT

The following categories of abuse or neglect are recognised and defined by “Working Together 2018” and are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm and subject to a child protection plan.

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults or another child or children. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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

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

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

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

grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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.

5. PROCEDURES

Our school procedures for safeguarding children will be in line with [Keeping Children Safe In Education 2018](#), [The London Safeguarding Children's Board Procedures 5th edition](#), and "[Working Together to Safeguard Children 2018](#)" and will also take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).

We will ensure that:

The SDL governing body at Read Academy understand and fulfil its safeguarding responsibilities. The Board has a designated lead for Safeguarding. He/She has received appropriate training at level 3 as well as safer recruitment training and remains up-to-date in his/her training and monitoring of the school's Safeguarding practises.

Read Academy has one or more members of staff who will act in the DSL's absence who have also received appropriate training at level 3 and have been briefed in the role. The Designated Safeguarding Lead and deputy DSLs are most likely to have the complete safeguarding picture and be the most appropriate person/people to advise on the response to safeguarding concerns.

Each member of staff at Read Academy receives training as arranged by the DSL in order to develop their understanding of the signs and indicators of abuse or neglect. New staff members receive training in Safeguarding during their induction and all staff members annually receive update training and copies of any new Safeguarding guidance or regulations issued by the government or relevant authority and are familiarised with its content. In addition, staff are given reminders, further training and updates during the course of each academic year.

Each staff member, volunteer and SDL at Read Academy are made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed appropriately sharing a concern or disclosure of possible abuse or neglect. Staff members are also advised repeatedly that information sharing is vital to good safeguarding and are also repeatedly instructed to act immediately on any concerns they have at any time about a child's welfare by speaking immediately to the DSL and following this Safeguarding policy, noting that anyone can make a referral directly at any time and teachers have a legal duty to report instances where they become aware that FGM has taken place directly to the police, informing the DSL when doing so to ensure the school is also aware and can safeguard the child appropriately.

Each parent/carers is made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in the school's prospectus, home school agreement and website.

The school's lettings policy ensures the suitability of adults working with children on school sites at any time. The school also reserves the right to check any curriculum hirer's might be using and the nature of activities taking place on the premises, including visitors and speakers.

Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.

Our selection and recruitment policy includes all checks on staff suitability including **Disclosure Barring Service (DBS)** checks as recommended by the DfE and in accordance with current legislation.

The names and photographs of the designated staff members are clearly shown in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

All adults, including supply teachers and volunteers new to our school are made aware of the name and contact details of the DSL and the school's Safeguarding policy and procedures and have these explained as part of their induction.

6. RESPONSIBILITIES: THE DESIGNATED SAFEGUARDING LEAD

The designated safeguarding lead for child protection at Read Academy is:

Mr Gulam Abbas Hussain

The deputy designated safeguarding lead(s) for child protection at Read Academy are:

Ms Hanila Ali Syed;

Ms Farhana Begum

The designated safeguarding lead will take **lead responsibility** for safeguarding and child protection (including online safety).

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

Making a referral

At Read Academy we understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. The designated safeguarding lead will refer all cases of suspected abuse to Redbridge children's social care and to:

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

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

The DSL will gather all relevant information before making a decision about any further action, unless it is a case of extreme urgency when the relevant investigative agencies should be informed without delay.

Information gathering may involve: -

- Listening to the child/young person
- Making notes of what has been said
- Gathering accounts from members of staff that may have been approached by the child/young person
- Offering continued support and re-assurance

Written accounts should include the time, date, place and people present, as well as what is said, if possible in the words used by the child/young person. Assessments of children consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare ('contextual safeguarding').

The designated member of staff may consult other staff and agencies as appropriate during the information gathering process and should seek advice at any time from:

- **Child Protection & Assessment Team or Duty Social Worker Tel: 020-8708- 3781/3885**
- **Helen Curtis (Local Authority Designated Officer (LADO), Safeguarding and Quality Assurance Team, London Borough of Redbridge, Email: LADO@redbridge.gov.uk, Lynton House (2nd floor rear) 255-259 High Road, Ilford, Essex, IG1 1NN, Telephone: 020 8708 5350 / 07903 211521**
- **Linda Wastell (CP Education Liaison Officer) CPAT: 0208-708-3304**

However, if, when all the relevant information has been gathered, or using the levels of need described in the Redbridge LSCB document [Are You Worried about a Child](#), s/he will decide whether the child is in immediate danger or is at risk of harm (in which case a referral must be made without delay to children's social care and the police immediately) the designated member of staff makes a decision to refer the case formally a written referral using the Multi Agency Referral Form 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. This will be emailed to Social Services (the Child Protection Assessment Team, CPAT), within the borough the child subject to referral resides, liaising with the parents of the child unless the parents are the suspected perpetrators of the abuse or there is real risk of further harm to the child if parents are informed. Referrals for children suspected to be 'in need' will also be referred using the process below. S/he will clarify with the police or children's social care whether the parents should be told about the referral and when and by whom.

- Contact details for CPAT for Redbridge residents: Lynton House, 255-259 High Road, Ilford IG7 4DA, Phone number 020 8708 3885/3871 (9am-5pm), Fax no 020 8708 3886, email CPAT.referrals@redbridge.gov.uk. out of hours number 020 8553 5825 (5pm – 9am, weekends & bank holidays) Emergency number 020 8553 5825.
- The referral will be followed up by a phone call to Linda Wastell, the CP Education liaison officer, on 020 8708 3304 if the Designated staff member is not contacted within 24 hrs or a more speedy response is needed. No decisions will be taken nor any action until the CPAT team advise the next steps.
- In the case of injuries, allegations or evidence of a crime having been committed, the Designated staff member will liaise with the headteacher to call the police.
- The DSL can expect to be informed of the timing of any strategy meetings between the statutory and other key agencies. It is normal that following this a decision is reached regarding the process of any investigation; this may also include the timing, nature and appropriately identified person to inform the parents/carers of the referral (if this has not already been done).
- Dependant on age and level of understanding a child will be kept informed at all times about the school's actions and procedures for dealing with child protection concerns within the school and beyond. The Police and/or Social Services may carry out an investigation. The child will be offered support throughout the periods of investigation by the DSL or other identified appropriate person and may be given other information about confidential sources of support.
- Staff will be informed about child protection cases by the DSL on a '**need to know**' basis. The school will continue to monitor pupils who are subject to a child protection plan, LAC and 'Children in Need' and will continue to inform parents/carers of his/her educational progress. In

addition the school's Pupil Attendance Officer will monitor their attendance and need to know about children on child protection plans and those 'in need'.

- Referring a child with 'additional needs' for early help and extra services after obtaining parental consent and in partnership with them, using a CAF detailing identified needs. The referral will be emailed to the CAF team at Redbridge on cafadmin@redbridge.gov.uk and copies will be provided to parents and the services the child is referred to. If advised by the CAF Coordinator, the case may also be referred for discussion on an ERIC (Early Recognition and Intervention Council) panel to the local Children's Resource Centre, at 53 Albert Road Children's Centre, Albert Road, Ilford, Essex, IG1 1HL, Tel 020 8708 9501.)
- The designated safeguarding lead will support the relevant member of staff in liaising with other agencies and setting up an inter-agency assessment, as appropriate. If early help, or other support is appropriate, the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.
- Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- Indicating on the inside of the child's main file that there is a confidential file held by the DSL.
- Acting as a focal point for staff members concerns and liaising with other agencies and professionals (as listed above).
- Ensuring that either they or another appropriately informed member of staff (class teacher, parent support adviser as appropriate) attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the CAF and Framework for Assessments process, and provides a report which has been shared with the parents as appropriate, ensuring that reports for conferences must be objective and evidence based and distinguish between fact, observation, allegation and opinion.
- Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and/or a Social Worker and that they are informed about every child that may be subject to a child protection plan or a child in need plan.
- Ensuring that all school staff members are aware of the school's Safeguarding policy and procedures and know how to recognise and refer any concerns.
- Providing an annual report for the SDL governing body at Read Academy, detailing any changes to the policy and procedures; training undertaken by designated leads for safeguarding and by all staff members and SDL's; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (anonymised).
- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years
- Training all staff members at least once every year (with updates) and upon induction (full safeguarding training) when first joining the school. Updating staff and school annually or more frequently as the need might arise, e.g. upon publication of updated statutory guidance. At induction the DSL ensures that new staff members receive and understand the behaviour policy and safeguarding response to children missing education as well as the role and identity of the DSL and the deputies.
- Ensuring that any deficiencies or weaknesses in child protection arrangements that are remedied as soon as they become apparent or are raised.
- Store child protection records separately from pupils' school records, marking them 'confidential' and keeping them securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan. Child protection records can be kept on computer and are exempt from the disclosure

provisions of the Data Protection Act 1998. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However in cases of child abuse which come to court, the court may require the school to provide its child protection records. When a child/young person subject to a child protection plan changes school the information will be transferred to the child's new school immediately (to Headteacher and new school DSL) and the DSL will inform the key worker.

- The DSL will attend all strategy meetings required and, coordinating with other staff members, contribute to inter-agency plans and provide additional support to children subject to child protection plans.
- The school will work in partnership with children's social care and give them access where needed and, where appropriate, for that authority to conduct or to consider whether to conduct, a section 17 or a section 47 assessment.
- The DSL will seek to hear and understand the feelings, views and feedback of the child being referred and take these into account at each step of the process.
- The role and responsibilities of our Safeguarding lead will be made explicit in the post holder's job description and take account of Keeping Children Safe in Education (September 2018) Annex B: Role of the designated safeguarding lead.
- The designated safeguarding lead will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation.

Work with Others

The designated safeguarding lead is expected to:

- liaise with the headteacher to inform him of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the local authority designated officer (LADO) in cases regarding allegations against staff;
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Support staff who make referrals to the Channel programme or to children's social care;
- liaise with the local authority and work with other agencies in line with [Working Together to Safeguard Children \(2018\)](#). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- take into account the inter-agency safeguarding procedures set up by the LSCB, including understanding and reflecting local protocols for assessment and the LSCB's thresholds document as well as supplying information as requested by the LSCB;
- share information with appropriate staff in relation to a child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- share information with social services and gather information to help making referrals or making decisions about referrals or the appropriate response to concerns about a child;
- ensuring the child protection file is transferred to the new school of any pupil that moves to a new school, sharing information in advance of the transfer to ensure the child's welfare;
- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child. We have a designated teacher for children looked after. We monitor the progress and wellbeing of looked after children carefully.

The Virtual Headteacher in LB Redbridge is Diane Taylor. Telephone number:

020 8708 3939, email address: Diane.Taylor@redbridge.gov.uk.

The Designated Teacher for Children Looked After is Gulam Hussain, the school DSL and Headteacher.

Training

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

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

Raising Awareness

The designated safeguarding lead is expected to:

- 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 will work with the SDL governing body regarding this;
- ensure this child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with 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 will:

- ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt

obtained. Receiving schools should ensure key staff, such as designated safeguarding leads and SENCOs, are aware as required

- consider if it would be appropriate to share any information with the new school in advance of the child leaving. For example, information that would allow the new school 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 will always be available (during school hours), for staff to discuss any safeguarding concerns.

Summary of procedures

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

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

Redbridge CPAT (Child Protection and Assessment Team)

0208 708 3885

CPAT.referrals@redbridge.gov.uk.

Out of Hours Emergency Duty Team

020 8708 5897 Weekdays from 17:00 onwards and weekends

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

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

<http://www.redbridgelscb.org.uk/wp-content/uploads/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.

7. RESPONSIBILITIES: THE SDL GOVERNING BODY

The SDL governing body will ensure that it complies with its duties under legislation. The SDL governing body will also have regard to [Keeping Children Safe in Education \(September 2018\)](#) to ensure that the school's policies, procedures and training are effective and comply with the law at all times.

The SDL governing body will ensure there is a senior board member to take **leadership** responsibility for safeguarding arrangements. Although the SDL governing body takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a designated lead, at SDL level, who takes leadership responsibility for the school's safeguarding arrangements and champions safeguarding within the school.

The senior development leader for safeguarding and child protection is:

Dr Kiran Rahim

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

This SDL 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 refer 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 opportunity for staff to contribute to and shape the child protection policy and the arrangements for safeguarding.
- Ensuring that there is a staff behaviour policy that includes, amongst other expectations, acceptable use of technologies, staff/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 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 \(2018\)](#).
- Ensuring, through the actions of the headteacher, that the above policies and procedures are followed by all staff.
- Taking a proportionate, risk-based approach to the level of information provided to temporary staff and volunteers.

Leadership of safeguarding

- Ensuring an appropriate senior member of staff is appointed to the role of designated safeguarding lead and ensuring that her/his lead responsibility for safeguarding and child protection is explicit in her/his job-description.
- Training the deputy designated safeguarding lead to the same standard as the designated safeguarding lead.
- The ultimate lead responsibility for safeguarding and child protection, as set out in [Keeping children safe in education \(2018\)](#), remains with the designated safeguarding lead. This responsibility will not be delegated.
- During term time, the designated safeguarding lead and/or a deputy would always be available (during school hours) for staff to discuss any safeguarding concerns.
- The designated safeguarding lead and deputy will 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 \(July 2018\)](#).
- School leaders will have understanding of the school's role in the new safeguarding partner arrangements.
- The SDL governing body will 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 SDL governing body will also be prepared to supply information as requested by the three safeguarding partners.
- The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for LB Redbridge Children's social care and, where appropriate, from a placing local authority, to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- Read Academy will participate in serious case reviews, other reviews and file audits as and when required to do so. The school has a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

Information sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. The SDL governing body will ensure that principles and arrangements for sharing information within school and with the three safeguarding partners, other agencies and practitioners are in place.

The SDL governing body has taken into account:

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

Staff training

- Ensuring that all staff undergo safeguarding and child protection training (including online safety) at induction. The training will be regularly updated. Induction and training will be in line with advice from the three local safeguarding partners;
- In addition, all staff will receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensuring all staff read at least [Part one, Part five and Annex A of Keeping Children Safe in Education \(2018\)](#)

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 SDL governing body will ensure appropriate filters and appropriate monitoring systems are in place.

In devising the approach to online safety and teaching online safety, the SDL governing body and school leaders have taken into account [Annex C of Keeping Children Safe: Online safety](#).

Opportunities to teach safeguarding

- The SDL governing body are expected to 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 and Relationships and Sex Education, and through Personal, Social, Health and Economic (PSHE) education.
- Whilst it is essential that appropriate filters and monitoring systems are in place, the SDL governing body will 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 SDL governing body is expected to 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 SDL governing body has recruitment and selection policies and procedures in place.
- In accordance with The School Staffing (England) Regulations 2009, the SDL governing body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of this guidance.

The SDL 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 SDL governing body has taken full account of the statutory guidance in [Part three of Keeping Children Safe in Education: Safer recruitment](#), [Annex F: Statutory guidance – regulated activity \(children\) – supervision of activity with children which is regulated activity when unsupervised](#) and [Annex G: Disclosure and Barring Service checks](#)

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

- Ensuring there are procedures in place to manage concerns / allegations against staff (including volunteers) that might indicate they would pose a risk of harm to children. Such allegations should be referred to the LB Redbridge designated officer by the appropriate person.
- 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 SDL governing body and school leaders will ensure that they have read and understand [Part four of Keeping Children Safe in Education September 2018: 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.

After School Services

“Working together to Safeguard Children” recognises that pre-school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child.

All organisations or services including private, voluntary and those that must be registered by Ofsted under the Children Act 1989 should have a written statement as outlined by “Working Together 2017” and “The London Child Protection Procedures 5th edition”. This statement should clearly set out staff members responsibilities for reporting suspected child abuse or neglect and should include telephone numbers for the local police and Children’s Social Services.

Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children physically within the school environment, including the use of the internet and outside of the school. Our School Excursions policy details measures taken to protect pupils when away from the school on school trips and visits. We have both generic and individual risk assessments for staff and children, for in-school and for off-site activities.

Peer on peer abuse

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

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

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

- initiation/hazing type violence and rituals.

The SDL 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](#).

The child's wishes

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

Looked after children and previously looked after children

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

In particular the SDL governing body will 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 will ensure he/she has 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 at Read Academy will have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children who are a particularly vulnerable group.

The SDL governing body will appoint a designated teacher and will 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 SDL governing body will 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 will therefore have details of the local authority Personal Adviser appointed to guide and support the care leaver and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. The SDL governing body will 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.

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

8. RESPONSIBILITIES: THE HEADTEACHER

The headteacher will ensure that the policies and procedures adopted by the SDL 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 SDL governing body, the headteacher will ensure that all staff read at least [Part One of Keeping Children Safe in Education \(2018\)](#).

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).

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

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

Ofsted inspectors will always report on whether or not arrangements for safeguarding children and learners are effective. In our 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 \(2018\) Part One](#) and be familiar with our safeguarding and child protection policy, the behaviour policy, the staff behaviour policy 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 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.

9. RESPONSIBILITIES: ALL STAFF

Read Academy staff are aware of their duty to be exemplary role models for all pupils at our school. Staff are particularly important as they are in a position to identify concerns early, provide help for children and prevent concerns from escalating.

All staff at Read Academy 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 at Read Academy 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 SDL governing Body. You will be provided with [Part one, Part five and Annex A of Keeping Children Safe in Education \(2018\)](#) 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 behaviour policy
- the safeguarding response to children who go missing from education; and
- the identity and role of the designated safeguarding lead.

The systems which support safeguarding within Read Academy will be explained to all staff on induction.

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

Advice and support

Read Academy has a designated safeguarding lead Mr Gulam Abbas Hussain and in his absence the deputies Ms Hanila Ali Syed and Ms Farhana Begum who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care. The designated safeguarding lead (or deputy) will always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these (deputy) as soon as is practically possible.

Identifying concerns

All staff must be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. [What to Do if You Are Worried a Child is Being Abused – Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect.

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

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(s).

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.

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.

All staff members must maintain the privacy and confidentiality of the individuals involved though they must make clear that they cannot promise complete confidentiality to the pupil in order that they and potentially other children may be safeguarded. Staff members must refrain from discussing the case with anyone unrelated to it, other than the Child Protection Officer. Staff members have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

All staff members are expected to behave sensitively and professionally with pupils who are thought to be at risk of abuse and always act in the interests of the child.

It is the duty of every staff member to refer any safeguarding or welfare query they have about any pupil to the DSL, however minor it might seem.

All staff members will share with all staff, during the daily staff briefing, any welfare concern they have

about any pupil to enable the gathering of any relevant further information. Information sharing is vital to good safeguarding.

In the EYFS, the school's Early Years Manager, Ms Zeenat Dakri, is the EYFS practitioner with lead responsibility for Safeguarding and Child Protection within the EYFS setting.

It is the duty of each staff member to ensure they conduct themselves in a manner befitting of a teacher and as a role model for pupils both in and out of school. Thus activities and behaviour indulged in outside of school must never reflect the school, their role and the profession in a poor light or bring the school into disrepute or give pupils a bad example. This includes the use of the internet and all other forms of media.

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

Staff members are allowed to use 'positive touch' at the school. A varying degree of physical prompts, guides and reassurances are appropriate for the age, learning needs and circumstances of a child. More intrusive physical contact may be necessary when people are supporting young children with disabilities. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children it must be born in mind at all times that innocent actions can be misconstrued. Children may also find being touched uncomfortable or distressing for a variety of reasons. Staff must behave sensitively to a child's reaction to physical contact and act appropriately and always avoid touching pupils, however casually, in ways or on parts of the body that might be considered inappropriate. Staff members are instructed, upon joining the school, about appropriate physical contact with children, to avoid being in a room alone with a child and to ensure they never use pupil toilets nor knowingly enter them allowing the door to shut whilst pupils are using them, referring to the document "Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings" (Appendix 9). This to ensure staff members do not place themselves in positions vulnerable to misinterpretation or allegations.

If any member of staff suspects that a child in his/her class may be a victim of abuse, or a child makes a disclosure to them directly, they must immediately inform the DSL about their concerns. All staff and volunteers should be aware that the main categories of abuse are:

- physical abuse
- emotional abuse
- sexual abuse
- neglect

Generally, in an abusive relationship the child may:

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

In an abusive relationship, a parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses;

- have unrealistic expectations of the child;
- frequently complain about or to the child and fail to provide attention or praise;
- be absent;
- be misusing substances;
- persistently refuse to allow access on home visits by professionals;
- be involved in domestic violence and abuse;
- be socially isolated.

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

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

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

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

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

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

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

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

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

Early help

All staff at Read Academy 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 or not they have a statutory Education, Health and Care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

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

Statutory assessments

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

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

Record keeping

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Staff must record information regarding the concerns immediately and according to the school's agreed processes. The record must be a clear, precise, factual account of the observations ([Appendix 2-](#)

[Record of concern](#)). If in doubt about recording requirements, staff should discuss these with the designated safeguarding lead or deputy.

Female Genital Mutilation mandatory reporting duty for teachers

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

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.

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

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

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

SEND children

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. For example, 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;
- 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.

Staff training in safeguarding will include the raising of awareness of these issues so that staff are alert to potential indicators and the impact of abuse on vulnerable children. Staff will also consider strategies to overcome communication barriers.

10. DEALING WITH A DISCLOSURE

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

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

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

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

11. RECORD KEEPING

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

When a child has made a disclosure, or when an individual has concerns about a child’s welfare our 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. Use the school record of concern sheet;
- not destroy the original notes in case they are needed by a court;
- record the dates and times of your observations;
- record the date, time, place and any noticeable non-verbal behaviour and the actual words used by the child or any discussions you were involved in;
- record explanations given by the child / adult;
- draw a diagram to indicate the position of any injuries;
- record statements and observations rather than interpretations or assumptions;
- sign and date the record.

Report and submit records to the designated safeguarding lead immediately.

The designated safeguarding lead will maintain case files for 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](#).

12. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

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

As part of meeting a child's needs, the SDL 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.

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

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

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

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

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

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

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

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

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

The seven golden rules to sharing information

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

13. COMMUNICATION WITH PARENTS

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

14. RESPONSIBILITIES: THE LOCAL AUTHORITY

Children in need

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

Children suffering or likely to suffer significant harm

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

What will LB Redbridge social care do?

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

15. SUPPORTING STAFF MEMBERS

We recognise that staff members working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff members by providing an opportunity to talk through their anxieties with the DSL and to seek further support. This could be provided for all staff members by, for example, the Headteacher, Gulam Hussain, by Occupational Health, and/or a teacher representative as appropriate.

We understand that staff members should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings" provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff members of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff members induction.

16. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

All school staff members and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children, or parents, to be conducted in view of other adults.

All staff members and volunteers are aware of the school's staff behaviour policy and disciplinary policy and implement it carefully. Staff members are trained on induction and annually on its implementation.

We understand that a pupil may make an allegation against a member of staff or volunteer. If such an allegation is made, no suggestions should be made to a pupil for alternative explanations for their worries, he/she must be listened to and heard. A written dated record should be immediately made of the allegations or as soon as practicable and within 24 hours. Should the pupil request confidentiality, s/he must be informed that this cannot be guaranteed as all staff members have a responsibility to report any such allegations and ensure that the pupil is safe.

The member of staff receiving the allegation will immediately inform the Headteacher, or the deputy head if the Headteacher is not present, or the most senior teacher if the deputy head is also not on-site. It is not the duty of any member of staff to investigate an allegation.

When an allegation is made against a member of staff or volunteer, there **should** be urgent initial consideration by the Head teacher, of whether or not there is sufficient substance in an allegation to warrant an investigation. Similar responsibility is placed on SDL lead for safeguarding if the allegation concerns the Head Teacher. The Head teacher **should** consult the **Local Authority Designated Officer** who will assist in the initial consideration and provide advice as to the process of any potential investigation.

The Headteacher/deputy head may discuss the allegation with the Local Authority Designated Officer, **Helen Curtis** (Local Authority Designated Officer (**LADO**), Safeguarding and Quality Assurance Team, London Borough of Redbridge, Email: LADO@redbridge.gov.uk, Lynton House (2nd floor rear) 255-259 High Road, Ilford, Essex, IG1 1NN, 020 8708 5350 / 07903 211521. After careful consideration the Head teacher may decide to make an immediate referral to the LADO@redbridge.gov.uk and child protection referral to the Child Protection Assessment Team at CPAT.Referrals@redbridge.gov.uk".

Consideration will also be given to the possibility of an internal discipline enquiry once any police investigation has been concluded. In the case of an allegation being unfounded the Head teacher will

decide the most appropriate action to be taken. The headteacher will also inform the designated SDL for Safeguarding Dr Kiran Rahim.

Consideration must be given to the pupil making the allegation and any others who may have suffered any harm, all such children should also be discussed and referred by the Headteacher to the Designated staff lead for Safeguarding to make an immediate child protection referral to the lado@redbridge.gov.uk and CPAT.Referrals@redbridge.gov.uk.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the designated SDL for Safeguarding Dr Kiren Rahim, who will consult as in 10.3.1 above. The Designated Officer for Redbridge will assist in these cases.

The school will follow the Local Authority procedures for managing allegations against staff as outlined in Part 4 "Keeping Children Safe in Education 2016". This is to be read in conjunction with chapter 7 of The London Child Protection Procedures.

Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

The school's Safeguarding Adviser should ensure that the fullest details of allegations, including potential third hand disclosures (e.g. allegations made to 'allegers' by other pupils) are given to the Designated Officer for Redbridge and put into the Multi-Agency Referral forms sent for the original 'allegers'. In addition it must be ensured that these issues are also directly addressed at joint strategy meetings, in case they are not explored during any subsequent investigation.

After highlighting each pupil named as a witness or potential witness (having made a third party disclosure) with the Designated Officer for Redbridge and the first strategy meeting (in particular the police) and requesting the go-ahead from the Designated Officer for Redbridge and strategy meeting panellists, the school's Safeguarding Adviser should inform all those pupils' parents about the nature of the allegations and the extent of their child's involvement.

The school's headteacher should have regular meetings with all parents/families involved to keep them updated with the progress of the investigation, or to report, if it is the case, that there are no new developments and allay anxiety.

In the event that any allegations do not meet the threshold for criminal prosecution, the Headteacher is responsible for initiating an investigation into whether a disciplinary offence was committed. When interviewing children for such investigations, a witness from the school will be present and a parent will be also be invited.

When interviewing pupils or parents as part of such investigations, the interviewer will send parents a copy of the record of interview for their checking and agreement as accurate representations of the interviews.

The headteacher will inform parents before announcing decisions post-disciplinary- investigation in case new facts or witnesses emerge that may impact its conclusions and the nature of disciplinary action to be applied.

The school will consult with the Designated Officer for Redbridge to decide whether to report within one calendar month of dismissal any member of staff against whom allegations have been substantiated to the Disclosure and Barring Service and in the case of a member of teaching staff

whether to refer the matter to the Secretary of State or other relevant authority dealing with serious misconduct and unsuitability to work with children and to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching⁷. In particular a referral to the DBS is a legal requirement if a staff member is dismissed or removed due to a safeguarding concern.

The school will report to Ofsted within 14 days, any actual abuse or allegations of abuse occurring on the premises involving EYFS pupils.

The SDL governing body, Headteacher and senior leaders are firmly committed to the success of this policy and all steps taken towards its achievement. Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation. (See 'Dignity at Work & Bullying and Harassment Policy'.)

17. WHISTLE-BLOWING AND COMPLAINTS

All staff members should be aware of their duty to raise concerns about the attitude or actions of colleagues. They should raise their concerns directly with the headteacher even if in any doubt. If the concerns are school-system-wide or concern the headteacher, they should raise them with the designated SDL for Safeguarding Dr Kiran Rahim. If the concerns are wider still then they should contact the Local Authority Designated Officer for Child Protection.

Staff and volunteers should feel confident to also raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime with the headteacher at any time. Where a staff member feels unable to raise the matter with the headteacher or feels their genuine concerns are not being addressed or the concerns relate to the headteacher, s/he should raise them with the designated SDL for Safeguarding Dr Kiran Rahim.

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

Staff members can also call the NSPCC whistle blowing advice line on [0800 028 0285](tel:08000280285) or email help@nspcc.org.uk. The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their school/organisation.

18. RECRUITMENT AND VETTING

The arrangements for recruiting all staff, permanent and volunteers, to our school will follow DfE guidance for safer recruitment in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will be alert to the possibility that unsuitable persons may seek to gain positions within our school. By adhering to safer recruitment best practice techniques and sound employment practice in general and by ensuring that there is an ongoing culture of vigilance within our school and staff team we will strive to ensure that no unsuitable candidate ever begins working at the school due to evidence of offences involving children or due to any risk of harm to children and we will also minimise the opportunities for extremist views to prevail that might put children at risk of radicalisation.

At least one staff member that sits on interview panels, including the headteacher, will undertake level 3 training in Safer Recruitment once every two years. considered as part of the suitability assessment.

The school follows the safer recruitment procedures in the statutory guidance: Keeping Children Safe

in Education, DfE, 2016.

Any member of staff considered unsuitable to work with children will be referred to the Disclosure and Barring Service (DBS) after his/her resignation or removal from the school. Additionally, a *teacher* deemed unsuitable to work with children will *also* be referred to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002. Any member of staff working with children in EYFS who is deemed unsuitable to work with children will also be referred to Ofsted.

If a member of staff has lived abroad over the age of 10 or has been abroad for longer than three months, we request a police check/certificate from the police department in the locality in which they resided. If the staff member is unable to obtain this, the school will write to the relevant authority of the country in which the staff member resided, to obtain this or a verification that criminal records or concerns do not exist in their country for the staff member, in line with DfE guidance at <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>.

All adults on site from other organisations such as supply agencies, universities or other schools will be subjected to similar checks, by requesting written confirmation that all the appropriate checks have been carried out and the adult has been judged by the organisation to be suitable to work with children.

We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons

For all other staff members who have an opportunity for regular contact with children who will not be engaging in regulated activity (e.g. supervised volunteers who regularly teach or look after children e.g. parents supporting reading) an enhanced DBS check which does not include a barred list check will be conducted. This also applies for contractors who would have the opportunity for contact with pupils and work unsupervised under a temporary or occasional contract. Contractors that work without a check are always supervised by the school caretaker or another delegated member of staff. Contractors engaging in regulated activity will require an enhanced DBS check.

Risk assessments will be recorded when deciding whether to get an enhanced DBS check for any volunteer not engaging in regulated activity.

19. SPECIFIC SAFEGUARDING ISSUES

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

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

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

All staff at Read Academy should read and be clear as to the school's policy and procedures with regards to peer on peer abuse.

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 allow any assessment to consider all the available evidence and the full context of any abuse. Additional information about contextual safeguarding is available from the [Contextual Safeguarding Network](#).

Incidents of racism

Racism is not acceptable at Read Academy. Incidents will be dealt with under the school's behaviour development policy and/or the anti-bullying policy. In addition, repeated racist incidents or a single serious incident may lead to consideration under child protection procedures, as relevant, e.g. as radicalisation (see section 20 below).

Anti-Bullying & Cyber Bullying

The school acknowledges that bullying causes great harm and suffering to its victims and is justifiably a safeguarding issue

The school believes that bullying has no place in the school. It is passionate about creating a warm and positive climate at the school such that caring and good manners towards each other are parts of its hallmarks and works towards it by promoting emotional and behavioural growth and self governance in pupils. It teaches pupils to understand that differences are a natural part of life, whether physical and inanimate such as the views and beliefs of people, and never warrant aggression and violence. It teaches pupils to tolerate and respect others.

The school's policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying, including cyber bullying and homophobic bullying, may lead to consideration under child protection procedures and the disciplinary code set out in the school's behaviour management policy. All victims of bullying will be dealt with sensitively and compassionately and will be offered support to overcome the trauma of their ordeal.

E-Safety

The school has appointed an eSafety Officer to champion, lead and monitor the effective education of students and staff to prevent incidents occurring, and to liaise with the LA and the Safer Internet Centre as necessary to ensure effective response to significant incidents should they occur. This is Gulam Hussain the Headteacher at Read Academy. The LBR flowchart for response will be used as a guide. ESafety incidents will be recorded in the standard school incident management system and be managed using the school's current pastoral and behaviour management strategies.

An eSafety incident is an occasion where the misuse of technology has had a negative impact on the safety, security or well-being of pupils or staff members.

The school has installed a firewall and appropriate filters (Watch Guard) and monitoring to prevent misuse, accidental exposure to unsuitable material and eSafety incidents through use of its IT facility and the internet by pupils. Sites deemed unsuitable by the filter are blocked from access and logged by the filter (Watch Guard). The eSafety officer generates a weekly report of blocked sites from the filter along with the login details of the person attempting to access them. She checks this each week, examining the nature of the websites blocked. Anyone attempting to access websites that would jeopardise the safety, security or well-being of pupils or staff members would be considered for

interventive measures such as DSL and headteacher intervention, parental intervention, a safeguarding referral or a channel referral.

Internet sites needed for use in lessons must be researched and vetted for their suitability by teachers before lessons at the planning stage, to ensure they are appropriate.

Pupils must never be allowed to use staff accounts to work on PCs or to access the internet.

Internet explorer must be opened and accessed on each PC when needed for a lesson, by the class teaching assistant, before children come in for a lesson.

Internet use must be closely supervised and monitored at all times by the class teacher and teaching assistant.

Any child found to be trying to access inappropriate material on the computers must be taken to the headteacher and the usual investigative and disciplinary protocols adhered to. Such occurrences and any other eSafety incident must also be immediately reported to Gulam Hussain the school's eSafety officer.

All rules apply even if groups of children have used the room temporarily or for other lessons.

The school recognises that a lock-down approach is not the best way to safeguard pupils as found in recent research conducted by Ofsted. Thus we believe teaching pupils how to deal with the threats posed by the internet is a much better approach and is also in line with Redbridge' eSafety Strategy which the school will aim to follow.

Safe internet use is now taught to pupils at Key Stages One and Two as part of the new National Curriculum (2013) for Computing. The school also regularly delivers parental workshop on the subject for all parents and invites speakers in to deliver workshops to pupils, for example representatives of the Police service.

Research also demonstrates that pupils are at a higher risk of cyber bullying than they are from sexual grooming or viewing content of a sexual or pornographic nature. Our curriculum for safety is part of our Computing, PSHCE and Year Six Transition curricula and reflects this balance of risk.

All parents are encouraged to sign an eSafety agreement in entry to Read Academy.

It is the duty of every staff member to ensure they maintain professional relationships with any pupil that might make contact with him/her outside of school hours, including online and on social networking websites or apps, behaving and communicating with the dignity and decorum expected of a member of staff at Read Academy and a member of the teaching profession. All staff members must ensure there is nothing on the internet that might compromise that, such as, for example inappropriate pictures or messages. Contraventions of this would be dealt with by invoking the school Disciplinary policy, staff code of conduct, Teacher's Standards and, if relevant, the Safeguarding Policy.

Radicalisation

From 1 July 2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools.

Read Academy's Islamic ethos emphasises the importance of citizenship and doing good unto all others, education and the rule of law. The school is cognisant of its duty to ensure that pupils learn to serve and care for all others and work towards making a positive contribution to society as a fulfilment of Islamic teaching and duties. The school makes clear to staff and pupils that acts of extremism and terrorism, and the beliefs that encourage them, are unacceptable to Islam and that there is no place for extremist views in the school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals.

The school uses the definitions for extremism and radicalisation given by the government in its Prevent Strategy:

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Education is a powerful weapon against extremism and radicalisation. It equips young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and where appropriate, dealt with in line with our Behaviour Policy for pupils and the Code of Conduct and Disciplinary Policy for staff.

Staff members and SDL's must raise any concerns they have regarding extremism and radicalisation with the DSL in the first instance. The DfE has also advised that the local police can be contacted or 101 dialled or their own helpline used (020 7340 7264) or an email can be sent to counter.extremism@education.gsi.gov.uk.

Role of Staff Members

Staff at Read Academy are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times pupils may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Staff at Read Academy will be alert to the fact that extremism and radicalisation are safeguarding issues. They also recognise that if they fail to challenge extremist views they are failing to protect and educate pupils. They also understand the importance of being role models for pupils.

Staff members understand the importance of building the resilience of pupils against radicalisation through the excellent teaching of key curricular topics, aiming to develop the critical reasoning skills and confidence of pupils. They also ensure that the use of IT facilities at the school is properly supervised so that pupils are not exposed to any risk of falling prey to radicalising influences online at the school and are taught how to avoid those who might groom them online outside of the school too.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff members have to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their

professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

As part of wider safeguarding responsibilities school staff are trained to be alert to signs and indicators laid out in training and detailed in the three dimensions of the government's Channel Vulnerability Assessment framework (engagement, intent and capability) including, but not limited to:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out.
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites, whether at home or elsewhere
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools or settings in the locality
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious, in line with our equalities policy
- Comments made that indicate association with individuals or groups known for extreme or radical beliefs, teachings or actions
- Views expressed that dehumanise other groups of people or demonstrate a 'them and us' mentality
- Threats to harm others or a history or instances of violent behaviour
- Access to weapons

If a staff member working in Read Academy (including supply staff, visiting staff, volunteers' contractors, and students on placement) should become concerned that a pupil is demonstrating signs and indicators of being at risk of radicalisation, s/he must invoke the full terms of the Safeguarding policy and report the matter immediately to the Designated staff lead for Safeguarding. Staff are also asked to refer their queries to the DSL following the maxim: 'when in doubt, ask'.

The standard form for reporting Safeguarding concerns must be used to report concerns that a child is at risk of radicalisation.

Role of the Designated Staff Lead for Safeguarding (DSL)

The Designated Safeguarding Lead works in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'. The Designated Safeguarding Lead is the focus person and local 'expert' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies. At Read Academy the role of the Designated Safeguarding Leader is extended to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

The Designated Safeguarding Leader will gather information from staff members, examine its credibility and using the knowledge gained from her training and guidance such as the Channel Duty Guidance and Vulnerability Assessment Framework to decide whether a referral is needed.

The Designated Safeguarding Leader will make referrals to Social Services where information gathered indicates that a child is at risk of radicalisation.

The Designated Safeguarding leader will also make a referral to Channel if the pupil demonstrates vulnerability to being drawn into terrorism through signs and indicators across all

three spheres of the Channel Vulnerability Assessment Framework. She will email the referral to the Redbridge Coordinator for Prevent, Melanie Roulston, at the Community Safety Service, Room 17 Perth Terrace, Ilford, IG2 6AT, 020 8708 5971, melanie.roulston@redbridge.gov.uk.

Assessing risk

The school takes it duty to assess the risk of children being drawn into terrorism, or extremist ideas that are part of terrorist ideology, very seriously. It works in partnership with the borough Prevent Coordinator to assess local risks and with social services to assess risk to individual pupils. Information provided by these sources, as well as any provided by the local police department, Ilford Police, is used to plan the level of provision needed at the school to respond to the need demonstrated.

In addition, using a risk assessment template provided by the Prevent Coordinator, the DSL also audits the school's provision and creates a provision map that reveals action points for further development of the school's capability to protect pupils against the risk of radicalisation.

Staff training

Whole school in-service training on Safeguarding is organised for staff at least once every three years and complies with the prevailing arrangements agreed by the Local Authority and the Redbridge Local Safeguarding Children Board (LSCB) and will, in part, include training on extremism and radicalisation and its safeguarding implications.

The Designated Safeguarding Leader will attend Redbridge and LSCB training courses as necessary, at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

In addition, the Designated Safeguarding Leader attends WRAP training provided by the local Prevent Coordinator and also completes the online course on Channel Awareness. He/she uses this training to keep staff updated and to sharpen the staff body's recognition of signs and indicators of extremism and the confidence, knowledge and skill to challenge it.

The Designated Safeguarding Leader also arranges WRAP training for the staff body and SDL governing body at least once every two years and ensures new staff members are also aware of their duties and receive appropriate training.

IT policies

The statutory guidance makes clear the need for schools to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. For this reason the school outlines rules and procedures for the use of the internet and school IT facilities for pupils and staff members. These can be found in the school's Computing policy, the Acceptable Use of IT Policy for staff members and the Staff Code of Conduct.

The school ensures that pupils only access the internet under adult supervision. In addition it ensures that suitable filtering is in place to ensure pupils do not come across unsuitable material online. The school is also conscious of its duty to equip pupils with the skills to keep themselves safe online, both in school and outside. Internet safety is an important component of the school's computing curriculum. General advice and resources for schools on internet safety are available on the UK Safer Internet Centre website.

Teachers are also trained to be aware of the risks posed by the online activity of extremist and terrorist groups and are provided with the government's guidance on the use of social media and the internet to radicalise young people and provided with a copy of the relevant governmental guidance

on this issue.

Working in Partnership

The school works with the local Prevent Coordinator, Melanie Roulston, the Prevent Institutions Officer, Melanie Roulston, the Local Safeguarding Children Boards (LSCBs), Social Services and the police as needed and when called on for support, guidance, training, risk assessment and referrals. It will work in partnership with these and any other governmental agency or civil organisation to ensure it has effective provision in place.

The school recognizes that parents and families are the first and most impactful teachers and schools in the lives of children. Effective engagement with parents and the family is key to fostering excellent pupil outcomes in any area. Educating parents and the family about Prevent and how to raise concerns to receive support is thus also a focus of school work.

Building resilience

Read Academy builds the resilience of its pupils against radicalisation by providing a broad and balanced curriculum designed to promote good citizenship which is delivered by skilled professionals, so that the lives of pupils are enriched and they become tolerant and understanding of difference and diversity and also to ensure that they thrive and feel heard and valued.

The school curriculum reflects the requirements for the spiritual, moral, social and cultural development of pupils in the DfE advice "Promoting fundamental British values as part of SMSC in schools Departmental advice for maintained schools November 2014" to promote British values and the need to build the resilience of pupils against radicalisation, through the curriculum and through good teaching. In this vein the school curriculum promotes democracy, the rule of law, individual liberty, mutual respect and tolerance for those with are different faiths and beliefs. It teaches pupils to respect one another and to tolerate difference, in line with the Equality Act, and it aims to embrace and nurture positive and confident identities and prepare pupils for life in modern Britain and beyond.

The school's curriculum features relevant topics appropriate to the age and needs of pupils throughout Personal, Social, Health and Citizenship Education, Social and Emotional Aspects of Learning (SEAL), Islamic Studies, assemblies and the school's cross-curricular character building 'Navigate' curricula. SEAL helps pupils understand and manage difficult situations, recognise and manage risk, make safer choices and develop effective ways of resisting pressure. Navigate focuses on the development of a set of positive character traits including, resilience, leadership, confidence and courage. Citizenship covers democracy, government, law and understanding how to play a full and active part in society. The school's student council and its election process are also an example of how pupils are encouraged to debate and make reasoned arguments, make choices and make a positive difference to the school. Pupils also work with pupils of diverse backgrounds from other schools as part of the School Linking Project with the 3 Faiths Forum or other partnerships. In year five they study RE and in year six they visit the places of worship of several religions to enhance their appreciation of the diverse identities of the peoples of the UK. Islamic Studies explores social and political issues at year six and teaches them how to help those suffering from injustice and those in need.

In addition pupils see the school as a safe and trusted place where they can questions events and issues that worry them and explore controversial issues safely as teachers understand their religious and cultural backgrounds and listen to and respond to pupils to help develop their understanding and learning.

The school will ensure that teaching approaches help pupils to build resilience to extremism through the development of critical thinking skills and a sound grounding in Islamic teaching to expose the

fallacy of religious justifications for terrorism and extremism. It will also seek to help pupils develop the ability to resist the pressure of those seeking to impose their views and radicalise others, and understand how to get help. The school will also pay regard to relevant approaches outlined in the Governmental guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

Furthermore, through developing the use of peer mediation and conflict resolution, the school aims to foster mutual respect and understanding between pupils and to promote the use of dialogue, not violence, as a form of conflict resolution.

Use of External Agencies and Speakers

At Read Academy we encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences. To do this we will ask all staff members who wish to bring speakers to the school or to have speakers address pupils outside of the school, to complete the school's visitor form: External Visitors Policy) for such requests at least two weeks prior to such engagements. Staff members will pass this back to the Headteacher who will vet speakers for suitability. If the Headteacher is under any doubt about the suitability of any speaker, he will consult with the designated SDL for Safeguarding, for their support in scrutinising and vetting. All vetted speakers will be added to the school's log of speakers maintained by the Headteacher.

Staff members are also responsible for ensuring any material to be shown or given to pupils is checked in advance.

Such vetting is to ensure that we do not unwittingly use agencies or individuals that contradict each other with their messages or that are inconsistent with, or are in opposition to the school's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the school curriculum so we need to ensure that this work is of benefit to pupils.

Our school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- Any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- Activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- Activities are matched to the needs of pupils
- Activities are evaluated to ensure that they are effective

We recognise, however, that the ethos of our school encourages pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

Therefore by delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our pupils recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability and also help pupils develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Staff members will be encouraged to make use of our Whistle Blowing policy if they have any concerns of extremism or radicalisation regarding a staff member.

If a staff member has reason to suspect that any other staff member is making extreme statements, radicalising pupils, marginalising groups, glorifying criminality or extremism or violence or is actively or vocally opposing the British values set out above, s/he should employ the whistle blowing procedure at once.

If the concerns about such behaviour relate to the headteacher of the school, s/he should alert the SDL lead in safeguarding.

Such behaviour is contrary to the Staff Code of Conduct and will be dealt with under the school's Disciplinary Policy. Where such misconduct by a teacher is proven, the matter will be considered for referral to the National College for Teaching and Leadership in case a Prohibition Order is warranted. Such misconduct proven against any staff member will also be referred to the Disclosure and Barring Service. In addition, such misconduct proven against a member of EYFS staff will also be reported to Ofsted within 14 days.

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead.

Indicators

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

Actions

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

FGM

The school is committed to safeguarding all its pupils. It believes that female genital mutilation is an abusive cultural practise popular in certain parts of the world that is unsanctioned by Islam and is aware that it is a criminal offence under the law. It trains staff in line with the 'Keeping Children Safe in Education' 2016, DfE guidance and the Department of Health's 'Female genital mutilation: multi-agency practice guidelines' 2011, to look out for signs to prevent pupils being subjected to such abuse as well as signs that pupils may have already been subjected to it.

If a staff member discovers (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a pupil, this must be reported to the police. The teacher must also inform the DSL (or deputy DSL) immediately, who will make a child protection referral. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Those failing to report such cases will face disciplinary sanctions.

Forced marriage

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

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

If a staff member suspects that a child is being forced into marriage s/her must immediately inform the DSL in line with the usual procedures set out above. The DSL will gather information, consult with Redbridge CPAT and make a referral if needed.

If forced marriage has been carried out, along with a child protection referral, the headteacher will call the police to report the crime.

Cameras and mobile phones

No staff member is permitted to take pictures of pupils on their personal mobile phones or other such personal technological devices. Staff members must keep phones out of sight and use them only at break times in staffrooms or offices when not engaged in active or passive supervision of pupils or in teaching.

Tablets and a school camera is kept locked in the school office and another for whole school use in the headteacher's office. Teachers and teaching assistants are required to collect and return them each day to use to take pictures of trips, enrichments activities, displays or school work. Transfer of all photos/videos or audio from school cameras and iPads must be to school drives only.

No staff member is permitted to transfer pictures and videos of pupils onto personal devices or onto any form of social media, or to email them to anyone. All pictures and videos must be saved in the appropriate folder (M:\Media). Pictures and videos can only be used in accordance with parental consent and instructions and school instructions.

Lost child procedures

This is a separate policy document – please refer to The Lost Pupil Procedure.

Child Missing Education

A child going missing from education is a potential indicator of abuse or neglect. Staff members must carefully follow the school's procedures, as outlined here and in the pupil attendance policy, for dealing with children that are absent for long periods, or are absent without explanation, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires the school to have an admission register and an attendance register. All pupils will be placed on both registers. The school will place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupils will attend the school. If a pupil fails to attend on the agreed or notified date, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

The admission register will be kept accurately and up to date. The school will regularly encourage parents to inform it of any changes whenever they occur to help the school and local authority when making enquiries to locate children missing education.

The school will monitor attendance and address it when it is poor or irregular.

Where a parent notifies the school that a pupil will live at another address, the school will record in the admission register:

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

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

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

The Pupil Attendance Officer, will inform the local authority, within 5 days of the decision, of any pupil who is going to be deleted from the admission register under any of the fifteen grounds listed in the regulations, including if the child:

- has been taken out of school by his/her parents and is being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school;
- has been certified by their GP, consultant physician or hospital, as unlikely to be in a fit state of health to return to school before the end of year six; or,
- has been permanently excluded.

This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

The Pupil Attendance Officer, Hanila Syed, will also inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days, as close as conveniently possible to the 10th day of absence. The contact is:

Chris Truelove Education Information Officer For Children Missing Education London Borough of Redbridge
Tel: 020 8708 6047 - 91 Ray Lodge Road, Woodford Green, Essex IG8 7PG
Email: chris.truelove@redbridge.gov.uk, cme@redbridge.gov.uk

When removing a pupil's name, the notification to the local authority must include: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register.

The school will make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii). The school will also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding

concerns.

The school will also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details contained in the admission register for the new pupil. This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made. When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil. The contact details are: London Borough of Redbridge Admissions Team, Email admissionsandawards@redbridge.gov.uk

Child sexual exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

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

If a staff member suspects that a child is being sexually exploited, s/he must inform the DSL immediately who will invoke the full terms of this policy and make a referral if needed.

20. SITE SECURITY

All staff members at Read Academy 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.

21. NOTIFICATIONS

As part of the school's Safeguarding responsibilities, a number of different authorities have to be notified about key information at various stages and scenarios. This has been set out below to clarify matters in an effort to avoid error.

What	Who	When	Contact Details
1. Safeguarding disclosure concerning a pupil (and child referral queries)	Child Protection Assessment Team in LA in which child resides	Immediately	<p>CPAT for Redbridge residents: Lynton House, 255-259 High Road, Ilford IG7 4DA, 020 8708 3885/3871 (9am-5pm), Fax no 020 8708 3886, email CPAT.referrals@redbridge.gov.uk Out of hours 0208 708 5897 (5pm – 9am, weekends & bank hols)</p> <p>Newham CPAT: Children's Triage Service London Borough of Newham Newham Dockside 1000 Dockside Road London E16 2QU 020 3373 4600</p>
2. To report allegations made against a staff member (or discuss queries).	Local Authority Designated Officer, Helen Curtis	Immediately	<p>Safeguarding and Quality Assurance Team London Borough of Redbridge Lynton House (2nd floor rear) 255-259 High Road, Ilford, Essex, IG1 1NN Telephone: 020 8708 5350/07903 211521</p> <p>Email: LADO@redbridge.gov.uk</p>
3. After allegations against a staff member who is found unsuitable to work with children.	Secretary of State & NCTL (teachers), DBS (all staff)	Within 1 month of dismissal	<p>DBS DBS barring referrals PO Box 181 Darlington DL1 9FA Email dbsdispatch@dbs.gsi.gov.uk Telephone: 01325 953 795</p> <p>Secretary of State & NCTL NCTL Investigations Team Teacher Regulation NCTL 53-55 Butts Road, Earlsdon Park, Coventry CV1 3BH Email Teacher Misconduct Referral Form to: Regulation.DIVISION@education.gsi.gov.uk</p>

4. After allegations against a staff member who is found unsuitable to work with children in the EYFS	Ofsted	Within 14 days of allegations	Ofsted Piccadilly Gate Store Street Manchester M1 2WD Email enquiries@ofsted.gov.uk Contact form https://contact.ofsted.gov.uk General enquiries 0300 123 1231 About schools 0300 123 4234 About concerns 0300 123 4666 Fax 0300 123 3159 Monday to Friday 8am to 6pm
5. Referring a child with 'additional needs' for Early Help after obtaining parental consent and in partnership with them, using a CAF detailing identified needs.	The referral will be emailed to the CAF/ERIC team at Redbridge	As soon as consent received from parents	cafadmin@redbridge.gov.uk CAF Coordinator. The case may be referred for discussion on an ERIC (Early Recognition and Intervention Council) panel to the local Children's Resource Centre, at 53 Albert Road Children's Centre, Albert Road, Ilford, Essex, IG1 1HL, Tel 020 8708 9501.)
6. Child who meets radicalisation indicators across all three dimensions of Channel Vulnerability Assessment Framework	Redbridge Channel Panel	Immediate	Email Melanie Roulston, Prevent Officer, London Borough of Redbridge Community Safety Service, Room 17 Perth Terrace, Ilford, IG2 6AT, 020 8708 5971, Email: melanie.roulston@redbridge.gov.uk .
7. Child missing from Education – prolonged absence	Redbridge Education Welfare Department	Before deletion from admissions register and for a child absent for 9 days without authorisation, on the 10 th day absence.	Chris Truelove Education Information Officer For Children Missing Education London Borough of Redbridge Tel: 020 8708 6047 91 Ray Lodge Road, Woodford Green, Essex IG8 7PG Email: chris.truelove@redbridge.gov.uk , me@redbridge.gov.uk

8. Child missing from Education – new admissions other than reception/school entry	Redbridge Education Admissions Department	On admission of any new pupil within 5 days of adding to admissions register /admission/joining the school	Email admissionsandawards@redbridge.gov.uk London Borough of Redbridge Admissions Team
9. General SG queries e.g. policy, local threshold framework, training	Local Safeguarding Children’s Board	As required, annually for updates, policies, update training, refresher/repeat training.	Tel: 0208 708 5282 Email: LSCB@redbridge.gov.uk

22. POLICY REVIEW

Implementation, monitoring and review of the safeguarding and child protection policy

This policy will be reviewed annually by the SDL governing body. It will be implemented through the school’s induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the headteacher, the designated safeguarding lead, the named SDL for safeguarding and through staff performance measures.

The SDL governing body monitors and reviews this policy and its implementation through its designated Lead for Safeguarding.

The SDL governing body will conduct several checks each year on the school’s Single Central Record, staff files, child protection files and safeguarding procedures. He will also annually arrange for an audit of the school’s safeguarding procedures. These checks and audits and their findings will be shared with the SDL’s with a view to making further improvements to the school’s safeguarding and pupil welfare procedures.

The number of child protection referrals will be monitored, together with the number of children subject to Child Protection Plans and Child in Need Plans. The DSL keeps a list of children identified as ‘in need’ or ‘vulnerable’ and monitors their attendance, attainment, behaviour and well-being.

Review Date: September 2019

APPENDIX 1: LINKED POLICIES AND PROCEDURES

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

- Anti-bullying policy
- Administration of medicines policy
- Attendance policy
- Behaviour policy*
- Central record of recruitment and vetting checks*
- Children missing from education policy and procedures*
- Complaints procedure statement*
- Data protection policy*
- Drug and alcohol education policy
- Early Years Foundation Stage policy* (including safeguarding and welfare)
- On-line safety policy
- Equalities information and objectives (public sector equality duty) statement*
- First Aid policy*
- Freedom of information policy*
- Health and safety policy* and risk assessments
- ICT acceptable use policy
- Keeping records of child protection and welfare concerns protocols
- Offsite activities and educational visits policy and risk assessments
- Pastoral care policy
- Physical education and sports guidance
- Positive handling and use of reasonable force policy
- Premises inspection checklist
- Prevention of radicalisation, extremism and terrorism
- Personal, social and health education policy
- Pupil images policy
- Recruitment and selection policy and procedures
- Register of pupils' attendance*
- Safer recruitment policy
- Sex*(and relationship education) policy
- Special educational needs and disabilities policy*
- Spiritual, moral, social and cultural development policy
- Staff code of conduct/- including Acceptable use of technologies, staff/pupils relationships and use of social media)
- Staff discipline, conduct and grievance (procedures for addressing)*
- Statement of procedures for dealing with allegations of abuse against staff*
- Supporting pupils with medical conditions*
- Teachers' standards, Department for Education guidance available on GOV.UK website
- Whistleblowing procedures*
- Work experience handbook



APPENDIX 2: RECORD OF CONCERN

Child's Name:			
Child's DOB:			
Male/Female:	Ethnic origin:	Disability Y/N:	Religion:
Date and time of concern:			
Your account of the concern: (what was said, observed, reported and by whom)			
Additional Information: (context of concern/disclosure)			
Your response: (what did you do/say following the concern)			
Your name:		Your signature:	
Your position in school:		Date and time of this recording:	
Action and response of designated safeguarding lead / headteacher			
Feedback given to member of staff reporting concern:		Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Name:..... Date:.....			

Checklist for 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 \(Redbridge LSCB\)](#)

APPENDIX 4: FURTHER GUIDANCE ON SPECIFIC SAFEGUARDING ISSUES

Children and the court system

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

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

Children missing from education

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

Children with family members in prison

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

Child sexual exploitation

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

physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17-year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Child criminal exploitation: county lines

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

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

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

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

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

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

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

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

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

Homelessness

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

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation

(FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

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

FGM

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

FGM mandatory reporting duty for teachers

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

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

Forced marriage

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

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

Preventing radicalisation

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

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

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

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

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

The Prevent duty

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

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

Additional support

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

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

Channel

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

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

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools

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

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

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

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

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

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

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

Sexual harassment

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

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

The response to a report of sexual violence or sexual harassment

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

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

APPENDIX 5: CONTACTS AND LINKS

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

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? <http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/LSCB-MA-Threshold-Summary-Document-2016-Final.pdf>

<http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/Redbridge-LSCB-Multi-Agency-Thresholds-Document-September-2018-Final.pdf>

Escalation and Resolution Policy <http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/Redbridge-LSCB-Escalation-and-Resolution-Policy-3rd-Edition-May-2017.pdf>

Department for Education

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