London Borough of Redbridge

LB Redbridge Model Policy:

Safeguarding and Child Protection 2025

(Aligned with Keeping Children Safe in Education September 2025)

Uphall Primary School

Updated: 18th September 2025

Next Review Date: 27 September 2026

Review frequency: Annually

Reviewed by: Governing Body, Headteacher, Designated Safeguarding Lead

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Uphall Primary School

Headteacher: Dr Kulvarn Atwal

Named personnel with designated responsibility for safeguarding and child protection 2024 - 2025	
Designated safeguarding lead	Shilpi Hannan
Deputy designated safeguarding leads	Satvinder Lotay Lily Rice Walye Jahedi
Lead Emotional Literacy Support Assistant (ELSA) and Safeguarding Officer	Satvinder Lotay
Emotional Literacy Support Assistant (ELSA)	Isabella Dreher
Senior Leader for Mental Health	Sandeep Kaur Jennifer Owen
IT Strategic Leader	Steve Cordweener
Designated governor / senior board lead for safeguarding & child protection	Nida Sethi
Chair of Governors	Ayesha Khanom

Policy Review

This policy was reviewed and adopted at the Governing Body Meeting on

18th October 2024

This policy is due for review in October 2025

Signature ……. Date …….

Headteacher

Signature ……. Date …….

Chair of Governors

INTRODUCTION

Safeguarding is the whole school's responsibility

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

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

Safeguarding and promoting the welfare of children is everyone's responsibility and Uphall Primary School have a whole school approach and culture around safeguarding and so this policy applies to all staff (including those not directly employed by this school), volunteers, and governors in this school. Our policy and procedures also apply to extended school and off-site activities. We believe:

- Our children/young people have the right to be protected from harm, abuse, neglect and exploitation
- Our children/young people have the right to experience their optimum mental and physical health
- Every child has the right to an education and children/young people need to be safe and to feel safe in school
- Children/young people need support that matches their individual needs, including those who may have experienced abuse
- Our children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs
- Our children/young people should be encouraged to respect each other's values and support each other
- Our children/young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs. Including consideration of when mental health needs may become a safeguarding need.
- Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including homophobic, biphobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views.

Rights of the Child

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

• Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)

• Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity

• Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination,

and

• Protocol 1, Article 2: protects the right to education

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

UNICEF Child Friendly Redbridge will place children at the heart of the decision-making process at Redbridge Council. There are 5 focuses from this ambitious pledge:

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

Uphall Primary School is a UNICEF Rights Respecting School

RECOGNISING RISK

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

The school gives special consideration to students who:

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

ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. 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. Children may be abused by an adult or adults or by another child or children. KCSIE 2024

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

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

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

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

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

Adverse Childhood Experiences (ACEs)

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

Redbridge Safeguarding Partnership have developed a guidance on Trauma Informed Practice which can be found here

Uphall also has Trauma Informed Practitioners across the school and whole school training offered to LC and CT about ACEs and other Trauma informed practise. ACEs also form a substantial element of positive handling training which several colleagues have attended across the school.

Parental Mental Health Problems

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

- More information on parental mental health

Domestic Abuse

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

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

- Uphall is registered as an Operation Encompass school.

Parental Substance Misuse

Parents' dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include: physical maltreatment and neglect, poor physical and mental health, development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use, poor school attendance due to inappropriate caring responsibilities, low educational attainment, involvement in anti-social or criminal behaviour.

- For Public Health information on parental substance misuse click here

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

Child Mental Health

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

Education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, and speaking to the designated safeguarding lead or a deputy.

- More information can be found using the following links: YoungMinds, Department for Education (DfE) (2018) Mental health and behaviour in schools, UK Trauma Council
- School also has a list of key contacts and Wellbeing Policy in draft phase that can guide staff with a Child Mental Health concern that may not be a safeguarding concern.

Self-Harm and Suicide

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

- More information can be found here.

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

- More information can be found using on Papyrus.
- Safeguarding team have all attended MHFA training or ASSIST training

Housing and Poverty and Safeguarding

The Cost-of-Living crisis is having a huge impact on children's education and wellbeing, as the numbers for adverse childhood experiences (ACEs) are increasing, the challenges that children and young people are facing become more intense than ever.

- Poverty can be a factor in children being at risk of harm due to the stresses it creates in families and the limitations it places on choice, even though it is not a safeguarding matter in itself. It can lead to safeguarding concerns UK Poverty 2023 sets out recent trends in poverty across the UK, how levels of poverty differ between groups of people and regions, and the impact it has on people's lives.
  - UK Poverty 2025: The essential guide to understanding poverty in the UK

Contextual Safeguarding

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

- For more information, please click here
- **Useful video to watch: Carlene Firmin - Contextual Safeguarding**

EXPLOITATION

Child Criminal Exploitation (CCE)

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

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

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

Child Sexual Exploitation (CSE)

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

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

Serious violence

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Preventing radicalisation

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

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

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

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

New definition of extremism (2024) - GOV.UK (www.gov.uk)

Online Safety

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

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

School will carry out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face.

AI poses safeguarding challenges these are some of the areas that the school are aware of: Exposure to inappropriate content, AI-Generated child sexual abuse material (CSAM), online grooming, Ai Companion Chatbots, cyberbullying and harassment and data exploitation.

KCSIE 2025 guidance adds disinformation, misinformation and conspiracy theories to the list of content risks under online safety. Disinformation is the deliberate creation of spread of false or misleading content, such as fake news. Misinformation is the unintentional spread of this false or misleading content (Cabinet Office, Department for Science, Innovation and Technology, 2023).

UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos and guidance

Education for a connected world

IWF provides up to date information on web safety.

Generative Artificial Intelligence in Education

ONLINE SAFETY

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

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

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

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

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

An outline of the schools filtering and monitoring system:

- LGFL Filtering system – this has been enhanced in October 2023 across the network.
- Smoothwall an enhanced filtering system that screengrabs and monitors inappropriate language and images.
- Database is created manually and recommended to check this database and report the top 10 filtering alerts to GB at each Full Meeting as part of Safeguarding termly report.

Training:

- Safeguarding Team have attended LGFL Filtering and Monitoring training
- School online safety audit to be completed by end of Autumn Term
- All staff have received LA training and read KCSIE where changes around filtering and monitoring have been highlighted.

Reporting concerns:

Staff will be asked to report a safeguarding concern related to filtering or monitoring to DSL and Service Desk. They should report if:

- they witness or suspect unsuitable material has been accessed
- they can access unsuitable material
- they are teaching topics which could create unusual activity on the filtering logs
- there is failure in the software or abuse of the system
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
- they notice abbreviations or misspellings that allow access to restricted material

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

Technology, and risks and harms related to it evolve and changes rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety,

supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the 360 safe website.
UKCIS has published Online safety in schools and colleges: Questions from the governing board.
The questions can be used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

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

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

Opportunities to Teach Safeguarding

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

Protected Characteristics

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

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

Schools must not unlawfully discriminate against pupils because of their protected characteristics, must consider how they are supporting pupils with protected characteristics, must take positive action, where proportionate, to deal with the disadvantages these pupils face.

- For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

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

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

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to **Guidance for Schools and Colleges** in relation to Gender Questioning Children, when deciding how to proceed.

Misogyny and Safeguarding

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

Racism and Safeguarding

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

Adultification

Adultification is a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'streetwise', more 'grown up', less innocent and less vulnerable than other children.

Adultification reduces professional and organisational responsibility to safeguard and protect children yet increases a *responsibilisation* of children to safeguard themselves. Adultification bias is a breach of child safeguarding legislation and guidance.

Child on Child Abuse

Child on Child Abuse

All staff should be aware that children can abuse other children. And that it can happen both inside and outside of school or college and online. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns

regarding child-on-child abuse, they should speak to their designated safeguarding lead (or deputy).

Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) for more information; **Department for Education (DfE) (2017) Preventing bullying.**

Child on Child Abuse - Sexual Violence, Sexual Harassment and Harmful Sexual Behaviour

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

- The NSPCC have a HSB framework and audit | NSPCC Learning that schools can access and some useful resources at Stop It Now | Preventing child sexual abuse

Uphall Primary School are aware of the importance of:

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

- importance of understanding intra familial harms and any necessary support for siblings following incidents

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

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

Harmful Sexual Behaviour (HSB):
is an umbrella term that describes a range of sexual behaviours. Hackett et al. (2016) define HSB as "sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult".
This definition captures a range of behaviours, both offline and online, such as sexualised, gendered or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape. Sexual behaviours are seen across a continuum ranging from normal and appropriate sexual behaviours that are expected from people of a certain developmental age through to sexual behaviours that are inappropriate, problematic, abusive or violent. For more information on HSB.

Procedures

RESPONSIBILITIES: ALL STAFF

School staff are particularly important as they can identify concerns early, provide help for children and prevent concerns from escalating. Staff should be aware "it could happen here" and create a safe environment where children can disclose abuse.

It is the responsibility of every member of staff to know and understand Safeguarding policies and procedures. Every school should have a designated safeguarding lead who is the first point of contact for safeguarding and child protection concerns. The designated safeguarding lead and deputy should always be available to discuss safeguarding concerns.

What staff should do if they have concerns about a child

The Designated Safeguarding Lead is: Shilpi Hannan, shannan@uphallprimary.co.uk, Ext 281

The Deputy DSLs are:

1. Lily Rice lrice@uphallprimary.co.uk
2. Satvinder Lotay Slotay@uphallprimary.co.uk
3. Walye Jahedi wjahedi@uphallprimary.co.uk (Focus on children with SEND)

The school's approach ensures the DSL or a deputy is always on site while the school is open.

Our safeguarding governor is: Nida Sethi

CONCERN ABOUT A CHILD:

Speak to Designated Safeguarding Lead (DSL) or a deputy.

Orange Cause for Concern Form - hand to DSL /DDSL

If staff deem a child to be in a position of harm, they are required to complete an Orange Cause for Concern form and ensure it reaches the DSL or a DDSL as soon as possible. This allows for action to be quickly taken to ensure the child is no longer in a position of harm.

All Orange Cause for Concern Forms are transferred to the CPOMS system along with a record of the actions taken to ensure the child is no longer in a position of harm. All historical evidence is updated by the relevant DSL/DDSL and provides historical evidence of a child's needs for future reference.

CPAT: 0208 708 3885. **After 5pm** 0208 708 5897

In case of emergency phone police on 999

CPOMS

Staff utilise the CPOMS system to record any safeguarding, behaviour or SEMH concerns they may have. This is a process of communication and record keeping between staff allowing all of those concerned to better understand the needs of the children and what actions have been taken to support those needs. This also then provides historical evidence of any incident or related behaviours or concerns for future reference.

CPOMS is able to be accessed at various User levels.

Learning Coaches can add incidents only.

Teachers can add and view historical information related to a child in their class or year group. This is changed annually so data remains on a need-to-know basis. Teachers are reminded to treat confidential data with care and sensitivity as per GDPR and Teaching Professional Standards.

Safeguarding team have access to all information.

SLT Have access to enhanced categories to record and track outside agencies involvement and to categorise Bullying incidents as per policy.

If staff have any concerns about a child's welfare or a child makes a disclosure to you, it should be acted on immediately, in line with our school's policy and procedures (outlined above) and you must **always** seek advice from the designated safeguarding lead.

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.

Being ready to talk about abuse

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Hearing disclosures

All staff should know what to do if a child tells them s/he is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of

confidentiality while never promising a child that they will not tell anyone about what they have disclosed.

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

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

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

<u>NSPCC Hearing Disclosures</u>

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 Orange Cause for Concern Form (which should be included as an appendix to this policy) and give to DSL or a DDSL.
• DSL or DDSL upload a copy to CPOMs the school's digital record.
• Keep clear and readable scanned copies of all 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 (These should be mirrored on CPOMS Body Map by DSL or DDSL uploading).
• 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 (CPOMS) and a record of all communications and actions and ensure that all safeguarding records are managed appropriately.

All Orange Cause for Concern Forms are transferred to the CPOMS system along with a record of the actions taken to ensure the child is no longer in a position of harm. All historical evidence is updated by the relevant DSL/DDSL and provides historical evidence of a child's needs for future reference.

Options will then include:

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

Staff should provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm. Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action. Examples of poor practice include:

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

Staff should immediately raise any mental health concerns which are also safeguarding concerns with the Designated Safeguarding Lead (DSL) or deputy.

Early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care.

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

The process for Redbridge is:

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

Contact the local MASH (Multi-Agency Safeguarding Hub) Team of the borough the child is residing in.

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

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

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately using the Multi Agency Referral Online 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.

You may complete and submit an online Multi Agency Referral form using the following link

Redbridge - Professionals working with children and young people

Making a MARF advice

- please ensure that when you make a referral that information relating to another child is not identifiable unless it is a relative It breaks Data Protection to upload information on another child on ones child's record

Check that the child or young person that you are concerned about actually resides in Redbridge – use an on-line postcode checker if you are in doubt.

If the child is already known to either Children's Social Care or the Early Intervention Service/Families Together Hub, contact the allocated Social Worker or Family Support Worker direct with your concerns rather than using a MARF. If you don't know the contact details for the relevant professional, call and ask the Child Protection and Assessment Team (CPAT) to look this up for you (020 8708 3885).

Don't let your primary concern get buried in too much detail, irrelevant points, hearsay or general narrative.

Do not share a child's disclosure with parents or carers if to do so would put the child at further risk.

Do not let anxiety about Data Protection stand in your way to making a child protection referral – consent is not required if you have genuine safeguarding concerns about a child's welfare.

For immediate help ring the police on 999.

For urgent safeguarding concerns, you must telephone the MASH Team and submit a Request for Safeguarding and Protection.

CME - Children who are absent from Education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's or college's unauthorised absence procedures and children missing education procedures.

Work around attendance and children being absent from education should be coordinated with safeguarding interventions.

The school must notify the local authority of any pupil/student who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries. Government guidance on children missing education can be found here.

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

Private Fostering

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

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

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

• Children/young people who need alternative care because of parental illness

• Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours

• Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities

• Unaccompanied asylum seeking and refugee children/young people

• Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents

• Children/young people staying with families while attending a school away from their home area.

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

If you are concerned about a Private Fostering arrangement Both parents and private foster carers and the Local Authority have a legal duty to make sure that the private fostering arrangement is safe for the child. If you are concerned that the LA may not be aware of an arrangement you must inform Children's Services by contacting the Child Protection and Assessment Team (CPAT) 0208 708 3885.

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Designated Teacher for Children Looked After (CLA)*:*

The Designated Teacher for Children Looked After (CLA):

Shilpi Hannan shannan@uphallprimary.co.uk

The contact for Redbridge Virtual.school@redbridge.gov.uk

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

- *In non-maintained schools and colleges, an appropriately trained teacher should take the lead.*
- As of September 2024, the role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care. Keeping Children Safe in Education 2025 (DfE, 2025).
- Statutory guidance on Promoting the education of children looked-after and previously children looked-after contains further information on the roles and responsibilities of virtual school head.

Allegations or concerns about staff

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

• Behaved in a way that has harmed a child/young person or may have harmed a child/young person

• Possibly committed a criminal offence against or related to a child/young person; or

•Behaved in a way that indicates s/he may not be suitable to work with children/young people.

•Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.

•The provision as set out in part 4 of KCSIE should apply to anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

These procedures should also be followed if a professional has:

- Behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon;
- As a parent or carer, has become subject to child protection procedures;
- Is closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering.

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

Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Head Teacher/Principal who will liaise with the Local Area Designated Officer Children's Trust Designated Officer (LADO) Team who will decide on any action required. (Where a Head Teacher is also the sole proprietor of an independent school it is mandatory to report to the LADO).

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

If the safeguarding concern relates to the proprietor of the setting, then the concern must be made directly to the Local Area Designated Officer (LADO) Team who will decide on any action required.

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

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

Redbridge LADO - Helen Curtis, 020 8708 5350

lado@redbridge.gov.uk

Uphall Primary Whistleblowing Policy

Operation Encompass

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

THE DESIGNATED SAFEGUARDING LEAD

The Designated Safeguarding Lead is: Shilpi Hannan, shannan@uphallprimary.co.uk, Ext 281

The Deputy DSLs are:

1. Lily Rice lrice@uphallprimary.co.uk (Focus on YN & YR & Y1)
2. Satvinder Lotay Slotay@uphallprimary.co.uk

3. Walye Jahedi wjahedi@uphallprimary.co.uk (Focus on children with SEND)

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

• Being the first point of contact f or all safeguarding concerns

• Making sure all staff are aware how to raise safeguarding concerns and ensuring all staff understand child abuse and neglect

• Referring any child protection concerns to social care and to relevant agencies who can provide support to children and families

• Monitoring children who are the subject of plans with social care (CP/CIN/CLA)

• Maintaining accurate and secure child protection records

• Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues.

• DSLs should work closely with senior mental health leads.

• DSLs should help promote educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.

• Ensuring safeguarding and child protection information is dealt with in a confidential manner.

• The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.

• The DSL will take lead responsibility for online safety and filtering and monitoring

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

The full outline of the role can be found in: Keeping Children Safe in Education (DfE September 2025)

Manage Referrals

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

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

Promoting educational outcomes for children with Social Workers

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

Multi-agency Working

The designated safeguarding lead is expected to:

- be prepared to supply information, as requested by the three safeguarding partners.
- work with social care, the police, health and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help, when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- where necessary, and in liaison with the headteacher, use local escalation policies where the actions of other agencies have not been sufficiently timely.
- share information with appropriate staff in relation to the child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility.
- local authorities should share that a child has a social worker with the DSL
- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The designated

safeguarding lead should have details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child.

- The DSL and deputies will need to have in place clear systems and processes to identify these needs around mental health and to consider when they become a safeguarding concern
- Schools and colleges, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners publish a local **threshold** document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document.
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- If the child's situation does not appear to be improving the DSL should press for re-consideration. Concerns should always lead to support for the child at the earliest possibility. If a disagreement arises about the way or timeliness of how concerns are being addressed, please refer to the Redbridge **SCP Escalation and Resolution Policy**

Raising Awareness

The designated safeguarding lead should:

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

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

Storing data

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

- ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff, such as designated safeguarding leads and SENDCos, are aware as required.
- consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- If a pupil/student moves from our school, child protection and safeguarding records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records.

Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools.

- Sixth form and colleges are aware of students previous safeguarding needs at the earliest opportunity.

Availability

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

RESPONSIBILITIES: THE HEADTEACHER

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

On behalf of the governing body, the headteacher will ensure that all staff read at least Part one, Part five and Annex A of Keeping Children Safe in Education (2024) The headteacher will ensure that mechanisms are in place to assist staff to understand and carry out their roles and responsibilities, as set out in part one of the above guidance.

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

This will include periodic audits of child protection files and records by the designated safeguarding lead, the headteacher and external auditors. The views of children, parents and carers and staff members will be sought on child protection and safeguarding arrangements through surveys, questionnaires and other means. The headteacher will quality assure the effectiveness of the designated safeguarding lead in all aspects of their role (as defined in this policy).

Early Years

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. Ofsted inspectors will always report on whether arrangements for

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

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

- publish the names and contact details for the designated safeguarding lead/s and any deputy designated safeguarding leads.
- as part of the induction programme for all new members of staff, including newly qualified teachers, provide safeguarding and child protection training. Staff new to the school, like their established colleagues, will be expected to read and understand Keeping Children Safe in Education (2025) Part One and be familiar with our safeguarding and child protection policy, the behaviour policy, the staff code of conduct and be familiar with the safeguarding response to children absent from Education. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection and safeguarding training, commensurate with their roles, before being deployed.
- provide all staff with appropriate safeguarding and child protection training which is updated regularly. In addition, all staff will receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. School leaders will keep a record of staff induction and training
- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then: this should be referred to the headteacher or principal
- Where a head teacher is also the sole proprietor of an independent school it is now mandatory to report to the LADO.

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

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

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

Statutory guidance: relationships education relationships and sex education (RSE) and health education. Colleges may cover relevant issues through tutorials.

The following resources may help schools and colleges:

• DfE advice for schools: teaching online safety in schools

• UK Council for Internet Safety (UKCIS) guidance: Education for a connected world

• National Crime Agency's CEOP education programme: Thinkuknow

• Public Health England: Every Mind Matters

• Introduce a clear policy on the use of mobile and smart technology. This policy should cover how schools and colleges will manage incidents of sexual harassment between children and young people via mobile or smart technology.

RESPONSIBILITIES: THE GOVERNING BODY

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

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

•Our nominated governor for safeguarding and child protection is:
Nida Sethi

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

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

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

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

For more information on policies please go to Keeping Children Safe in Education (2024)

Policies

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

Children Looked After and Previously Children Looked After (CLA)

The governing body must appoint a **designated teacher** and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

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

The governing body takes account of Searching Screening and Confiscation Advice for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group and Advice on Sharing nude images

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

Children with Special Educational Needs and Disabilities

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

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

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

Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the department's:

- SEND Code of Practice 0 to 25 years
- Supporting Pupils at School with Medical Conditions

And from specialist organisations such as:

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

The Use of Reasonable Force in Schools

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain *<children/young people>. This can range from guiding a *<child/young person> to safety

by the arm, to more extreme circumstances such as breaking up a fight or where a *<child/young person> needs to be restrained to prevent violence or injury.

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

Uphall Primary keeps a record of Use of Reasonable Force on CPOMS.

Government advice for 'Use of Reasonable Force in Schools' is available here. The governing body and school leaders have a separate policy which has taken account of advice for schools in Use of Reasonable Force in Schools.

The governing body takes account of Searching Screening and Confiscation Advice for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group and Advice on Sharing nude images

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

Mental Health

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

Multi-agency Working

- Ensuring that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (July 2023).
- It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their designated safeguarding leads, should make themselves aware of and follow their local arrangements.
- The governing body should understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's own policies and procedures.

- The governing body should also be prepared to supply information as requested by the three safeguarding partners. The school should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Filtering and Monitoring

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the school are committed to doing all that they reasonably can to limit children's exposure to the above risks from the IT system. The Governing body ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction and is updated regularly.

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

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

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

• identify and assign roles and responsibilities to manage filtering and monitoring systems. The DSL should take lead responsibility for the online safety and understanding the filtering and monitoring systems and processes in place.

• review filtering and monitoring provision at least annually.

• block harmful and inappropriate content without unreasonably impacting teaching and learning.

• have effective monitoring strategies in place that meet their safeguarding needs

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

Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre: South West Grid for Learning have created a tool to check whether a school or college's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content, Your Internet Connection Blocks Child Abuse & Terrorist Content).

Information Sharing

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

- 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. This is a general link to the website –Sharing data to safeguard children FAQs | ICO

Training

- Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Ensuring that all new staff (new to the role and/or new to the school including agency staff and interim appointments) undergo safeguarding and child protection training (including online safety) at induction.
- In addition to this annual training, all staff will receive regular safeguarding and child protection training and updates (for example, via email, e-bulletins, staff meetings) throughout the school year, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensuring all staff read at least Part one, Part five and Annex A of Keeping Children Safe in Education (2024)

Safer Recruitment

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

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

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

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

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

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

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

• The Head Teacher/Principal and all other staff who work with children/young people undertake safeguarding training on an annual basis with additional updates as necessary within a two-year framework and a training record maintained
• Temporary staff and volunteers are made aware of the school's arrangements for safeguarding & child protection and their responsibilities
• The governing body has a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or governors
• The school remedies any deficiencies or weaknesses brought to its attention without delay
A member of the governing body (usually the Chair) is nominated to be responsible for liaising with the LADO in the event of allegations of abuse being made against the Head Teacher/Principal.

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

- verifying candidates' identity and academic or vocational qualifications
- obtaining professional and character references

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

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

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

Click here for more information on identity checks

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

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

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

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

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

LADO referral form can be downloaded from the RSCP website

The governing body and school leaders will ensure that they have read and understand Part four of Keeping Children Safe in Education September 2024: Allegations of abuse made against teachers and other staff.

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

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

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

Low level concerns

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

Alternative provision

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

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

• Alternative provision - DfE Statutory Guidance; and

• Education for children with health needs who cannot attend school - DfE Statutory Guidance

Use of school or college premises for non-school/college activities

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

Homestay during exchange visits

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

The governing body has taken account of Annex D of Keeping Children Safe in Education: Host families – homestay during exchange visitsInformation sharing is vital in identifying and tackling all forms of abuse and neglect.

CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

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

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

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

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

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

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

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

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

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

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

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

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

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

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

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

COMMUNICATION WITH PARENTS

- Make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on, where necessary, by making all policies available on the website and on request.
- Work with parents to support the needs of their child.
- Consider the safety of the student and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents.

- Aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers.
- Provide advice and signpost parents and carers to other services where students need extra support.

School leaders will:

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

School leaders will ensure that the parents understand 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.

SITE SECURITY

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

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

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

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

APPENDIX 1: STATUTORY FRAMEWORK & GUIDANCE

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

The Children Act 1989

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

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

Working together to safeguard children (July 2018) (Updated version expected later this year 2023)

Children and Social Work Act 2017

Keeping Children Safe in Education (DfE September 2024)

Mandatory reporting of female genital mutilation procedural information.

Mental Health & Behaviour in Schools

Information sharing - Advice for practitioners providing safeguarding services to children, young
people, parents and carers July 2018

Data Protection Act (2018)

Children and Families Act 2014

Protecting Children from Radicalisation: The Prevent Duty, 2015

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

Safeguarding Vulnerable Groups Act 2006

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

Voyeurism Offences Act 2019

DfE statutory guidance on Children absent from Education

Meeting digital and technology standards in schools and colleges 2022

The Sexual Offences Act 2003

Teaching Online Safety in Schools

UK Council for Internet Safety (UKCIS) guidance: Education for a connected world

Searching, screening and confiscation at school (DfE) 2022

Behaviour in Schools 2022

Preventing and Tackling Bullying

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

The Education Act 2011

Education Act 2002 (section 175 and 157)

The Education (Pupil Information) (England) Regulations 2005

Regulation 9 of the School Staffing (England) Regulations 2009

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

Child sexual exploitation: guide for practitioners

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

School inspection handbook

Inspecting safeguarding in early years, education and skills settings Guidance for Ofsted inspectors to use when inspecting safeguarding under the education inspection framework 2022

APPENDIX 2: LINKED POLICIES AND PROCEDURES

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

	Policy	Safeguarding aspects
	Health and Safety	ADMINISTRATION OF MEDICINES - FIRST AID POLICY - HEALTH AND SAFETY * AND RISK ASSESSMENTS - PREMISES INSPECTION CHECKLIST
	Safeguarding	Anti-Bullying or Child on Child

	Relationship and Health Education	SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT Safeguarding through the curriculum
	Attendance	CHILDREN MISSING IN EDUCATION PROCEDURE, REGISTER OF PUPILS ATTENDANCE
	Safer Recruitment	RECRUITMENT AND SELECTION AND PROCEDURES CENTRAL RECORD OF RECRUITMENT AND VETTING CHECKS*- SCR PROTOCOL PROCEDURES
	RRS Behaviour for Learning	Personal Development and personalised approach to needs and consequences.
	Anti-Bullying and Anti Bullying Toolkits	
	Child friendly Child on Child abuse policy	
	Complaints	COMPLAINTS PROCEDURE STATEMENT
	GDPR	**DATA PROTECTION * - PUPIL IMAGES -**
	EYFS	**Safeguarding and welfare**
	Equality and Equity	**EQUALITIES INFORMATION AND OBJECTIVES (PUBLIC SECTOR EQUALITY DUTY) STATEMENT***
	Freedom of Information	
	AUP	**ICT Acceptable Us – Mobile phone and online safety.**
	CPOMS	**Virtual record keeping of Child Protection and welfare concerns, behaviour, communication with parents, protocols associated to Prevention of radicalisation, extremism and terrorism.**
	Medical procedures	**OFFSITE ACTIVITIES AND EDUCATIONAL**
	Evolve and Trip protocol	**Routes, journey, and planning offsite Risk Assessments.**
	PE and Sports Premium	
	Positive Handling and use of reasonable force policy	
	Remote Learning Policy	
	Whistleblowing	
	SEN Policy	
	Relationships Policy (tbc)	**Pastoral Care** **Relationship and Trauma informed conversations**
	Bereavement Policy (tbc)	
	Wellbeing Policy (tbc)	
	Staff Code of Conduct	
	Low Level Concern Policy	

APPENDIX 3: RECORD OF CONCERN

Summary of Procedures for the DSL

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

Newham: Newham Families Advice and Support | Safeguarding Children & Young People

Barking and Dagenham: Report a serious concern about a child (MARF) for professionals | London Borough of Barking and Dagenham (lbbd.gov.uk)

Using the levels of need described in the RSCP threshold document – Multi-Agency Safeguarding Thresholds: Are you worried about a child? (2022), they will decide whether the child is in immediate danger or is at risk of harm, in which case a referral must be made, **immediately**, to children's social care and the police, not waiting until the end of the school day:

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

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

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

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

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

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

Name:…… Date:……	

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

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



Body Chart 1.pdf



Body Chart 2.pdf

APPENDIX 5: REDBRIDGE SCP MULTI-AGENCY THRESHOLD GUIDANCE

RSCP Multi-agency threshold guidance

RSCP Neglect page

Neglect – Redbridge Safeguarding Children Partnership

Escalation Policy

RESPONSIBILITIES: THE LOCAL AUTHORITY

Early Help

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

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

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

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

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

Children in Need

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

purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children Suffering or Likely to Suffer Significant Harm

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

What Will LB Redbridge Social Care Do?

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

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

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

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

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

APPENDIX 5: CONTACTS AND LINKS

CAF	**0208 708 2071** CAFDuty@redbridge.gov.uk CAFAdmin@redbridge.gov.uk
Child Protection & Assessment Team	**020 8708 3885** CPAT.Referrals@redbridge.gov.uk
CME - Children Absent from Education	**020 8708 6047 / 86029** cme@redbridge.gov.uk
Children with Disabilities Team	**020 8708 6092** Admin.CWDT@redbridge.gov.uk
Children's Services Complaints	**0208 8708 5174** ChildrensComplaints@redbridge.gov.uk
Families Together Hub	**0208 708 2071** Early.Intervention@redbridge.gov.uk
Emergency Duty Team EDT **(Out of hours: after 5pm & weekends, Public Holidays)**	**020 8708 5897**
Local Authority Designated Officer	**020 8708 5350** lado@redbridge.gov.uk
Redbridge Safeguarding Children Partnership	**020 8708 5282** RedbridgeSCP@redbridge.gov.uk
School Improvement Service	**0208 708 3080** Mariam Smith Mariam.Smith@redbridge.gov.uk
SEN Team	SENteam@redbridge.gov.uk
Research & Data Team	Research.Data@redbridge.gov.uk
Youth Offending Service MASH	YOSMASH@redbridge.gov.uk
Youth Service	YouthService@redbridge.gov.uk

Youth Offending Team	YouthOffending.Team@redbridge.gov.uk
Admissions	admissions@redbridge.gov.uk
Education Welfare Service	EWS@redbridge.gov.uk
Educational Psychology	EducationalPsychology@redbridge.gov.uk

Weblinks:

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

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

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

Department for Education

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

UNICEF

https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

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

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

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

Education MASH Officer Hanifa Ullah Hanifa.Ullah@redbridge.gov.uk Tel: 020 8708 2456
For advise and concerns about children in Redbridge schools.