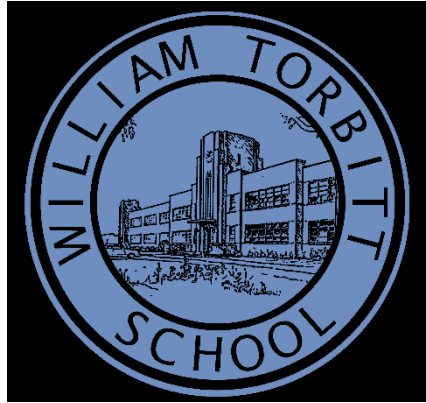


# **William Torbitt Primary School**



# **SAFEGUARDING AND CHILD PROTECTION POLICY November 2018**

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

**November 2018**

Review date October 2019

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**William Torbitt Primary School**  
**Headteacher Patricia Hinds**

<b>Named personnel with designated responsibility for child protection 2018 - 2019</b>	
<b>DSL</b>	<b>Sarah Newman</b>
<b>Deputy Safeguarding Leads (DSL)</b>	<b>Shashi Bhogal</b>
<b>Senior Safeguarding Team (SST)</b>	<b>Sarah Newman - Designated Safeguarding Lead</b> <b>Shashi Bhogal - Deputy DSL (SENDSCO)</b> <b>Clare Pike - Interim Head Teacher</b> <b>Paven Kettory - Consultant Deputy</b> <b>Julie Chapman - Inclusion Assistant</b>
<b>Designated governor for safeguarding &amp; child protection</b>	<b>Turabi Ay</b> <b>Stuart Phillips</b>
<b>Chair of governors</b>	<b>Rajesh Zala</b>

**Policy review**

This policy was reviewed and adopted at the Governing Body Meeting November 2018

This policy is due for review in November 2019

## 1. INTRODUCTION

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

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

Safeguarding encompasses the arrangements that are in place for all children. Child protection refers to the policy and procedures for children who have been significantly harmed or are at risk of harm.

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

The Aims of this policy are to:

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

**All** staff, volunteers and governors must know and understand this Safeguarding and Child Protection policy and their responsibility for implementing it. This will involve all staff reading, at a minimum, Part one, Part 5 and Annex A and all governors reading all of [Keeping Children Safe in Education \(2018\)](#).

**All** staff have a responsibility to provide a safe environment in which children can learn. School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop, because they have daily contact with children and young people.

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

**In line with Working Together: transitional guidance July 18 William Torbitt Primary School will continue to follow LB Redbridge and LSCB procedures until new multi-agency arrangements are implemented.**

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

### **Mission Statement**

William Torbitt Primary School recognises that all staff and Governors have a full and active part to play in protecting our pupils from harm. The safety and welfare of our students is our paramount concern. In cases where a child is suspected of being a victim of abuse or neglect it is the responsibility of the school Designated Lead (DSL) to take appropriate action. This may mean monitoring the behaviour of a student or making a referral to an outside agency, such as Social Care.

In delivering our safeguarding duties, we will:

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

- ensure that staff feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding procedures and are familiar with the appropriate whistleblowing procedures
- maintain a culture of continuous improvement with regard to safeguarding and child protection arrangements.

## 2. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

## 3. STATUTORY FRAMEWORK & GUIDANCE

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

- [Children Act 1989](#)
- [Children Act 2004](#) (section 10 and section 14B)
- [Section 5B\(11\) of the FGM Act 2003 \(as inserted by section 74 of the Serious Crime Act 2015\)](#)
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [Governance Handbook](#)
- [Children and Social Work Act 2017](#)
- [Education Act 2011](#)
- [Education Act 2002](#) (section 175 and 157)

- [The Education \(Pupil Information\) \(England\) Regulations 2005](#)
- [Regulation 9 of the School Staffing \(England\) Regulations 2009](#)
- [Regulated activity in relation to children: scope \(Factual note by HM Government\)](#)
- [Children and Families Act 2014](#)
- [Safeguarding Vulnerable Groups Act \(2006\)](#)
- [Serious Crime Act 2015 Counter Terrorism and Security Act 2015 \(Section 26\) \(PREVENT duty\)](#)
- [Redbridge Local Safeguarding Children Board Multi-Agency Thresholds Documents \(Are you worried about a child?\) \(July 2018\)](#)
- [What to do if you are worried a child is being abused – Advice for practitioners \(2015\)](#)
- [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)
- [Revised Prevent duty guidance for England and Wales:](#) guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism
- [Inspecting safeguarding in early years, education and skills settings:](#) Guidance for inspectors undertaking inspection under the common inspection framework (23 August 2016)
- [Statutory framework for the early years foundation stage](#)
- [Working Together to Safeguard Children \(July 2018\)](#) includes changes to its guidance on ‘Assessing need and providing help,’ highlighting that all practitioners should be alert to the potential need for early help.
- [Keeping Children Safe in Education \(2018\)](#) (please refer to Annex H for the table of substantive changes since 2016)

#### 4. ROLE AND RESPONSIBILITIES: THE DSL

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

The designated safeguarding lead and Senior Safeguarding Team (SST), are most likely to have the complete safeguarding picture and be the most appropriate people to advise on safeguarding concerns.

The Senior Safeguarding Team are trained to the same standard as the designated safeguarding lead and the role is explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

**The Designated Safeguarding Lead for Safeguarding and Child Protection in this school is:**

**Sarah Newman**

**Deputy Safeguarding Lead**

**Shashi Bhogal**  
**Senior Safeguarding Team (SST)**

**Sarah Newman - Designated Safeguarding Lead**

**Shashi Bhogal - Deputy DSL (SENDSCO)**

**Clare Pike - Interim Head Teacher**

**Paven Kettory - Consultant Deputy**

**Julie Chapman - Inclusion Assistant**

**The broad areas of responsibility for the DSL are:**

**Managing Referrals**

The DSL is expected to refer all cases of suspected abuse to Redbridge children's social care or appropriate LA and to:

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

The DSL will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation. The DSL must also understand the mandatory reporting duty FGM (see page 20 and appendix 3).

**Work with Others**

The DSL is expected to:

- liaise with the headteacher to inform her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.



- Support staff who make referrals to the Channel programme or to children's social care;
- liaise with the local authority and work with other agencies in line with [Working Together to Safeguard Children \(2018\)](#). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- where necessary, and in liaison with the headteacher, uses local escalation policies where the actions of other agencies have not been sufficiently timely;
- take into account the inter-agency safeguarding procedures set up by the LSCB, including understanding and reflecting local protocols for assessment and the LSCB's thresholds document as well as supplying information as requested by the LSCB;
- share information with appropriate staff in relation to a child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- ensure she has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The DSL should have details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child. We have a designated teacher for children looked after. We keep a list of children looked after by the Local Authority. We monitor their progress and wellbeing carefully.

**The Virtual Headteacher in LB Redbridge is Diane Taylor**  
[Diane.Taylor@redbridge.gov.uk](mailto:Diane.Taylor@redbridge.gov.uk)

**The Designated Teacher at William Torbitt Primary School for Children Looked After is Sarah Newman**

## Training

The DSL, deputies and members of SST will undertake formal training, to provide the knowledge and the skills required to carry out the role, every year. Training will include Prevent awareness training.

In addition to the formal training described above, our knowledge and skills will continue to be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to allow them to understand and keep up to date with any developments relevant to the role so they:

- understand the assessment process for providing early help and intervention, including [Redbridge LSCB thresholds](#) and the LB Redbridge children's social care referral arrangements;
- have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and are able to attend and contribute to these effectively when required to do so;

- ensure each member of staff has access to, and understands, the Safeguarding and Child Protection Policy and procedures, especially new and part-time staff;
- are alert to specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and with other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- are able to maintain a centralised register of all concerns and referrals, including robust and chronological records of actions taken;
- are able to ensure that all concerns and referrals are regularly monitored and reviewed, that links are made to all contextual sources of information relevant to a child's safeguarding, for example their behaviour, attendance and learning and progress, and that all decisions are recorded and actioned;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school may put in place to protect them.

## **Raising Awareness**

The DSL will:

- ensure this safeguarding and child protection policy and internal safeguarding procedures are known, understood and used appropriately;
- ensure the policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and will work with the Governing Body regarding this;
- ensure this safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with Redbridge LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;

- be able to analyse concerns and referrals for patterns, trends and gaps and other safeguarding data and identify and target training for staff or groups of staff accordingly

## **Child Protection File**

Where children leave the school, the DSL should:

- ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff, such as DSLs and SENCOs, are aware as required
- consider if it would be appropriate to share any information with the new school or college in advance of the child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## **Summary of procedures**

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

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

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

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

The [LSCB Quick Guide to Thresholds](#) is helpful and accessible for staff.

## 5. THE GOVERNING BODY

All governors will read and understand all parts of Keeping Children Safe in Education 2018 including Annex A-E

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

Paying particular regard to:

The child's wishes

Looked after children and previously looked after children

Care leavers

Children with special educational needs and disabilities

The use of reasonable force in schools

Homestay during exchange visits

Part four of Keeping Children Safe in Education September 2018: Allegations of abuse made against teachers and other staff.

The governing body should ensure there is a senior leader to take leadership responsibility for safeguarding arrangements. Although the governing body takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a designated governor who champions safeguarding within the school.

The designated governors for safeguarding and child protection is:

**NAME: Turabi Ay**

**Stuart Phillips**

This governing body will meet the responsibilities placed upon it in law as stated in [Keeping Children Safe in Education \(September 2018\)](#) [Governance Handbook](#)

## 6. RESPONSIBILITIES: THE HEADTEACHER

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

### Quality assurance

- On behalf of the governing body, the headteacher will ensure that all staff read at least [Part one of Keeping Children Safe in Education \(2018\)](#)
- The headteacher will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in the above

guidance. This will include periodic audits of child protection files and records by the DSL, the headteacher and external auditors.

- The headteacher will quality assure the effectiveness of the DSL in all aspects of their role (as defined in this policy). The headteacher will also ensure that provision for the early years meets the specific safeguarding requirements described in the [Statutory framework for the early years foundation stage](#) (April 2017) pages 16 – 20.
- The headteacher and DSL will prepare the safeguarding annual report to the governing body to enable governors to review the effectiveness of child protection and safeguarding arrangements and, in turn, to influence the annual review of the policy. This enables the governing body to monitor compliance and to identify areas for improvement.
- The views of children, parents and carers and staff members will be sought on child protection and safeguarding arrangements through surveys, questionnaires and other means.
- publish the names for the DSL, deputies and members of SST.
- 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 [Part one of Keeping Children Safe in Education \(2018\)](#)
- safeguarding and child protection policy, including the safeguarding concerns and response to children who go missing from education
- internal safeguarding procedures
- behaviour policy
- Temporary staff will be made aware of the safeguarding policy and procedures and the school will ensure that staff provided by other agencies have received the required child protection training, commensurate with their roles, before being deployed
- provide all staff with appropriate safeguarding and child protection training which is updated regularly. In addition, all staff will receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. School leaders will keep a record of staff induction and training.

## **7. RESPONSIBILITIES: ALL STAFF**

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

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

It is the responsibility of every member of staff to know and understand this Safeguarding and Child Protection Policy and our Internal Safeguarding Procedures.

As part of your induction when you join the school, you will receive training in this policy and its procedures, about the role of the DSL and the staff code of conduct. You will be provided with [Part one of Keeping Children Safe in Education \(2018\)](#) and will be expected to read and understand it.

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

- the identity and role of the DSL, deputies and members of SST.
- the Behaviour Policy
- the Staff Handbook and Staff Code of Conduct
- the safeguarding response to all concerns relating to children, staff, volunteers, visitors and governors.

The systems which support safeguarding within our school will be explained to you on your induction.

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

### **Advice and support**

Our DSL will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children's social care.

The DSL, deputies or member SST will always be available to discuss safeguarding concerns.

If in exceptional circumstances, you are unable to locate the DSL, deputies or a member of SST you must ask a member of the office team to contact SST as this should not delay appropriate action being taken. Staff can also contact

**CPAT Child Protection & Assessment Team 020 8708 3885**

**Kate Raley LBR Safeguarding Officer 020 8708 6110**

**Out of Hours Team (5pm to 9am) 020 8708 5897**

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

Just as all staff are accountable for reporting a safeguarding or child protection concern, they are also responsible for ensuring that action has been taken or following up with actions as advised by the DSL, deputies or member of SST. 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
- a lack of challenge to those who appear not to be taking action.

All staff should be aware of their role in the process for making referrals and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they may be expected to play in such assessments.

It is everyone's responsibility to ensure that concerns are followed up.

If you have reported a concern, you should expect to be informed about how your concern has been acted upon.

If you do not receive this information, you should be proactive in seeking it out.

**In line with confidentiality and information sharing there may be occasions where you are not given an outcome as all information needs to be considered on a "need to know" basis**

If, at any point, there is a risk of immediate serious harm to a child **this must be immediately and verbally** reported to the DSL, deputies or member of SST.

In line with our internal Safeguarding Procedures

If required, a referral will be made to children's social care using the Multi Agency Referral Form (MARF)

If anyone other than the DSL (DSL) makes the referral, they should inform the DSL as soon as possible.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to support for the child at the earliest possibility.

If a disagreement arises about the way or timeliness of how concerns are being addressed, please refer to the [Redbridge LSCB Escalation and resolution policy](#)

### **Early help**

All staff should be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare **must** follow our Internal Safeguarding Procedures.

All staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;

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

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

### **Statutory assessments**

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

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

### **Record keeping**

All concerns, discussions and decisions made, and the reasons for those decisions, must be recorded in line with our internal procedures. The record must be a clear, precise, factual account of the observations.

If you have any doubts around how or if you should record your concerns you **MUST** discuss it with the DSL, deputies or member of SST.

## **8. RESPONSIBILITIES: THE LOCAL AUTHORITY**

### **Children in need**

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



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

### **Children suffering or likely to suffer significant harm**

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

### **What will Local Authority social care do?**

Within one working day of a referral being made, a member of the Child Protection and Assessment Team (CPAT) should acknowledge receipt to 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 DSL, deputies or member of SST.

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.

## 9. CATEGORIES OF ABUSE AND NEGLECT

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

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

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

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

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

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

For full details information and guidance please refer to [Part one, Part five and Annex A of Keeping Children Safe in Education \(2018\)](#)

## 10. SPECIFIC SAFEGUARDING ISSUES

All staff must have an awareness of all safeguarding issues that can put children at risk of harm. These can include;

- Peer on peer abuse
- The Prevent Duty and Channel Referral Process
- County lines
- Homelessness
- Children missing from education
- Sexting (youth produced sexual imagery)

Please refer to **Annex 3** of this policy and [Annex A of Keeping children safe in education \(2018\)](#) for further full and detailed information.

Safeguarding incidents and or behaviours can be associated with factors outside the school and or can occur between children outside the school. All staff, but especially the DSL, deputies and members of SST should be considering the context within which such incidents and or associated 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. Please refer to the following for detailed information

[Part one, Part five and Annex A of Keeping children safe in education \(2018\)](#)  
[Contextual Safeguarding Network.](#)

## 11. DEALING WITH A DISCLOSURE

All staff MUST follow our Internal Safeguarding Procedures if a child tells them they are being abused or neglected. Staff must only discuss concerns for a child with the DSL, deputies or a member of SST.

Staff must never promise a child that they will keep a secret or promise not to tell anyone about a concern or disclosure.

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

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

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference. For further advice and support please speak to the DSL, deputies or a member of SST.

### **Female Genital Mutilation mandatory reporting duty for teachers**

Staff must speak to the DSL, deputies or member of SST with regard to any concerns about female genital mutilation (FGM), there is a specific mandatory duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to

discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

**All other staff** members who discover that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL, deputies or member of SST immediately and follow our Internal Safeguarding Procedures.

**Any member of staff** who suspects a pupil is **at risk** of FGM or suspects that FGM has been carried out must speak to the DSL, deputies or member of SST immediately.

Further guidance and information can be found in **Appendix 3** of this policy and [Mandatory reporting of female genital mutilation procedural information](#)

## 12. RECORD KEEPING

All concerns, discussion and decisions made, and the reasons for those decisions, should be recorded on Safeguard (CP concern form for non-school staff) in line with our Internal Safeguarding Procedures. If in doubt about recording requirements, staff and volunteers should discuss further with the DSL, deputies or a member of SST.

When a child has made a disclosure, or when an individual has concerns about a child’s welfare our school Internal Safeguarding Procedures require the member of staff/volunteer to adhere to the following:

- **A direct disclosure from or about a child must reported immediately and verbally to the DSL, deputies or member of SST then follow step 1 or 2**

- log the incident on Safeguard as soon as possible after the conversation;

### Or

- complete a **CP concern form** (only for staff, volunteers or visitors who do not have access to the school electronic system)

### Then

- record the dates, time and place of your observations or disclosure;
- record 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;
- Use the body map on Safeguard to indicate the position of any injuries;
- Use the paper body map if completing CP concern (located in the staff room) record statements and observations rather than interpretations or assumptions;
- sign and date the record;
- All CP concern forms and paper body maps must be passed by hand to the DSL, deputies or a member of SST

**Never leave the school site without sharing your concerns with the DSL, deputies or member of SST.**

### **13. CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

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

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

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

The governing body is aware that, among other obligations, the Data Protection Act 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 the GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.**

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

The governing body should ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk [Data Protection Act 2018 schedule 8 paragraph 4](#)

Where children leave the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this will be transferred separately from the main pupil file. Receiving schools and colleges should ensure

key staff such as DSLs and SENCOs or the named person with oversight for SEN in a college, are aware as required.

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

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL, deputies or member of SST.

### **The seven golden rules to sharing information**

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

and up to-date, is shared in a timely fashion, and is shared securely (see principles).

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

#### **14. COMMUNICATION WITH PARENTS**

School leaders will:

- ensure the safeguarding and child protection policy is published on the school website and on display in the entrance foyer;
- ensure that pupils, parents and visitors to the school are clearly and visually informed of the name of the DSL, deputies and members of SST 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 parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

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

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats/forced to remain silent if alleged abuses informed;
- leading to an unreasonable delay;
- leading to the loss of evidential material;
- placing a member of staff from any agency at risk.

#### **15. MULTI-AGENCY WORKING**

The school has a pivotal role to play in multi-agency safeguarding arrangements. The governing body should ensure that the school contributes to multi-agency working in line with statutory guidance

[Working Together to Safeguard Children](#) and [Keeping children safe in education \(2018\)](#)

The school will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access for LB Redbridge children's social care and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or section 47 assessment.



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

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

## **16. WHISTLE-BLOWING AND COMPLAINTS**

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

### **What staff should do if they have concerns about safeguarding practices within school**

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

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

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

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

**Please see the schools' Whistleblowing Policy for full information and guidance**

## 17. ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS

In line with Part four of Keeping Children Safe in Education (September 2018) there are procedures in place to handle allegations against teachers, headteachers, other staff and volunteers.

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

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

**NAME: Rajesh Zala - rajzala@hotmail.com**

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

**NAME: Jane Tyler**

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

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

**Local Authority Designated Officer**

**0208 708 5350**

[LADO@redbridge.gov.uk](mailto:LADO@redbridge.gov.uk)

The LADO referral form can be downloaded from the

[LSCB website](#)

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by

someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, 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.

## **18. MOBILE PHONES AND CAMERAS**

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Please refer to the Staff Code of Conduct and On-Line Safety Policy.

No pictures or recordings will be taken with school equipment without parental consent and senior leader approval for use outside of the school setting.

## **19. 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. Visitors are provided with key safeguarding and safety information to read on arrival in school.

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

## **APPENDIX 1: REDBRIDGE LSCB MULTI-AGENCY THRESHOLD GUIDANCE**

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

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

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

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

## **APPENDIX 2: SPECIFIC SAFEGUARDING ISSUES**

This appendix must be read in conjunction with

[Part one and Annex A of Keeping children safe in education \(2018\)](#)

### **Children missing from education**

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks

of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour

- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL, deputies or member of SST will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL, deputies or member of SST will also make a referral to children's social care.

## **So-called 'honour-based' violence (including FGM and forced marriage)**

So-called 'honour-based' violence (HBV) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBV are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBV or already having suffered it. If staff have a concern, they must speak to DSL, deputies or member of SST who will activate local safeguarding procedures.

## **FGM**

The DSL and deputies will make sure that staff have access to appropriate guidance/training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 11 of this policy sets out the Mandatory Duty and procedures to be followed if a teacher or staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out

- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school

- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they must inform the DSL, deputies or member of SST immediately.

The DSL will:

- Activate the local safeguarding procedures.
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### **Preventing radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL, deputies or member of SST will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our Internal and local safeguarding procedures.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.



There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

### **Allegations of abuse made against other pupils**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

We also recognise the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators). However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this Safeguarding and child protection policy will apply to any

allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- Staff must speak to the DSL, deputies or member of SST verbally and immediately in line with our Internal Safeguarding Procedures.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- If appropriate the DSL and deputies will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- If appropriate the DSL and deputies will seek appropriate support for those involved.
- We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images.
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys.
- Ensuring our curriculum helps to educate children about appropriate behaviour and consent.
- Ensure children know they can talk to staff if they are worried or feel unsafe.
- We consistently remind children of the roles and responsibilities of the DSL, deputies and members of SST to keep children happy healthy and safe. All classes have a "worry box" so they can write any concerns they may have.
- At William Torbitt Primary School continue to develop a listening and telling school culture throughout the curriculum.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## **Sexting**

**If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.**

You must **not**:

- View, download or share the imagery yourself, or ask a child to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the child to delete it
- Ask the child or children involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the child or children it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL and deputies.

If staff are concerned about a pupil, they must speak to the DSL, deputies or member of SST in line with our Internal Safeguarding Procedures

Staff must **always** discuss any concerns if they are worried about a child.

**APPENDIX 3**

**WILLIAM TORBITT PRIMARY SCHOOL - RECORD OF CHILD PROTECTION CONCERN**

Child's Name:	Class:
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):
--

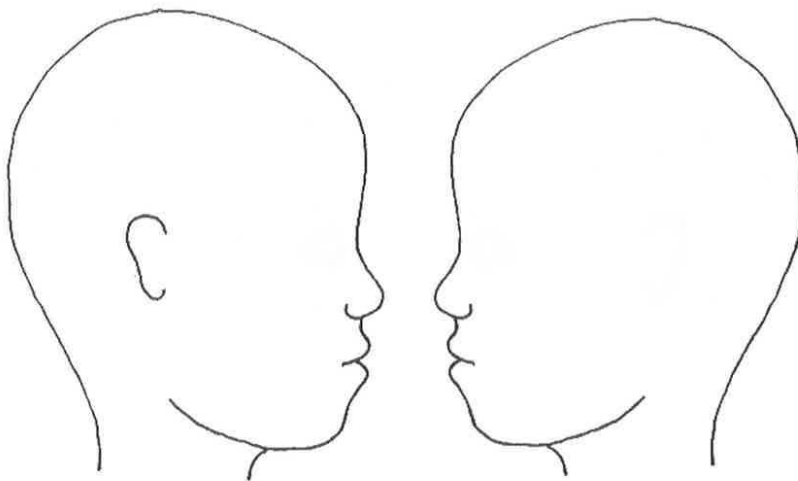
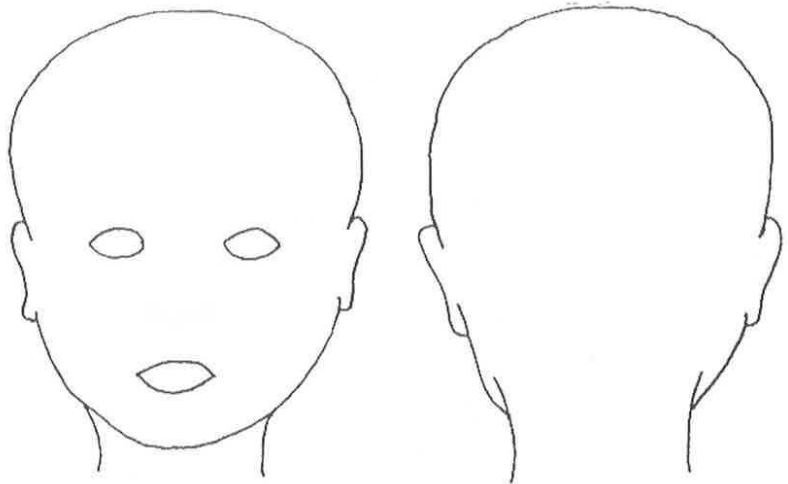
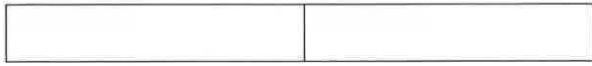
Your Name:
------------

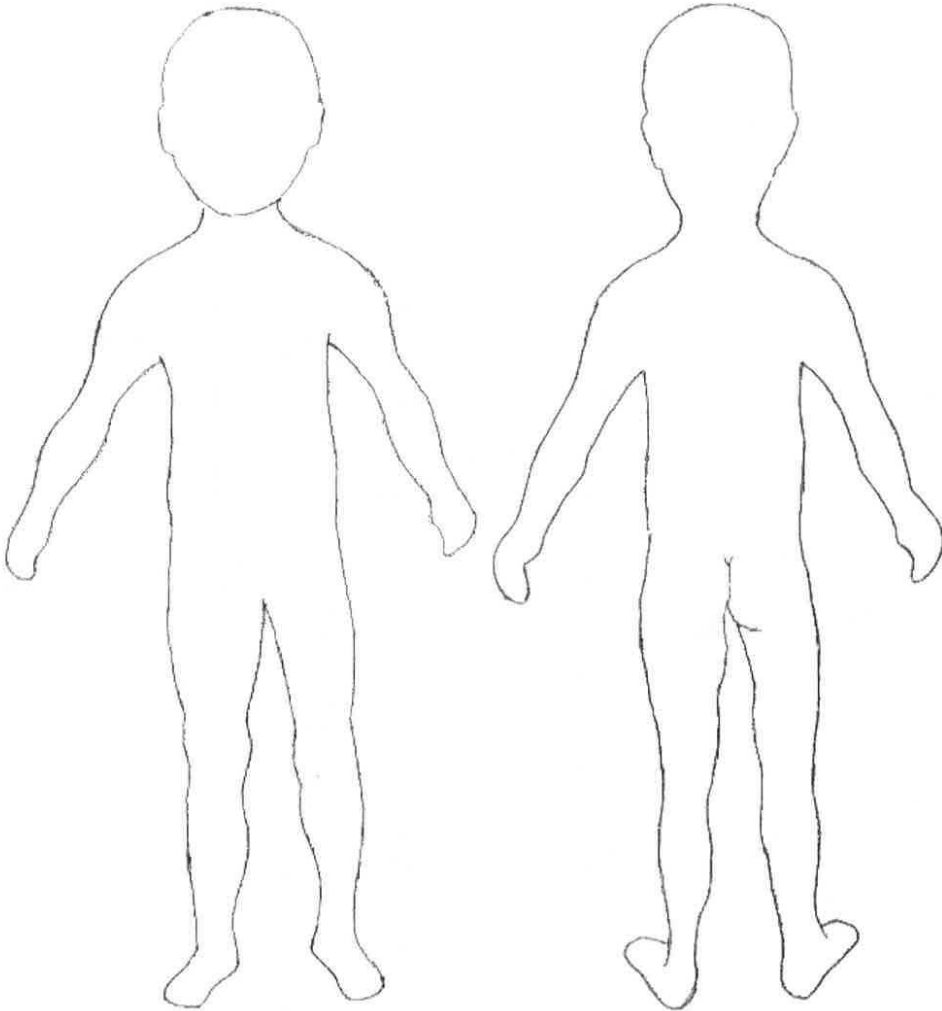
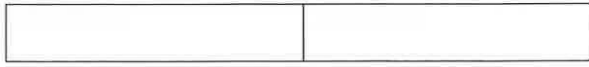
Your Signature:
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Your position in school:
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Date and time of this recording:
----------------------------------

**APPENDIX 3a- BODY MAP**





## APPENDIX 4: CONTACTS AND LINKS

<b>CAF</b>	<b>020 8708 2611</b> <a href="mailto:CAF Duty@redbridge.gov.uk">CAF Duty@redbridge.gov.uk</a> <a href="mailto:CAF Admin@redbridge.gov.uk">CAF Admin@redbridge.gov.uk</a>
<b>Redbridge CPAT (Child Protection and Assessment Team)</b>	<b>020 8708 3885</b> <a href="mailto:CPAT.referrals@redbridge.gov.uk">CPAT.referrals@redbridge.gov.uk</a>
<b>Out of Hours Emergency Duty Team</b> <b>020 8708 5897</b> Weekdays from 17:00 onwards and weekends	
<b>Children Missing from Education</b>	<b>020 8708 6047 / 16029</b> <a href="mailto:cme@redbridge.gov.uk">cme@redbridge.gov.uk</a>
<b>Children with Disabilities Team</b>	<b>020 8708 6092</b> <a href="mailto:Admin.CWDT@redbridge.gov.uk">Admin.CWDT@redbridge.gov.uk</a>
<b>Children's Services Complaints</b>	<b>0208 8708 5174</b> <a href="mailto:ChildrensComplaints@redbridge.gov.uk">ChildrensComplaints@redbridge.gov.uk</a>
<b>Families Together Hub</b>	<b>020 8708 2611</b> <a href="mailto:Early.Intervention@redbridge.gov.uk">Early.Intervention@redbridge.gov.uk</a>
<b>Emergency Duty Team EDT (Out of hours: after 5pm &amp; weekends)</b>	<b>020 8708 5897</b>
<b>Local Authority Designated Officer</b>	<b>020 8708 5350</b> <a href="mailto:LADO@redbridge.gov.uk">LADO@redbridge.gov.uk</a>
<b>Local Safeguarding Children Board</b>	<b>020 8708 5282</b> <a href="mailto:LSCB@redbridge.gov.uk">LSCB@redbridge.gov.uk</a>

### Weblinks:

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

### Redbridge LSCB

Worried about a Child? <http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/LSCB-MA-Threshold-Summary-Documents-2016-Final.pdf>  
<http://www.redbridgelscb.org.uk/wp-content/uploads/2015/09/Redbridge-LSCB-Multi-Agency-Thresholds-Documents-September-2018-Final.pdf>

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

### Department for Education

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



## APPENDIX 5: Annex H: Table of substantive changes from Sept 2016

Where	What
Whole of the document	<p>The guidance is amended throughout to make references to acronyms consistent and to correct minor typos e.g. missing punctuation.</p> <p>Throughout the guidance, we have amended references to The National College for Teaching and Leadership (NCTL) to reflect that from 1 April 2018, its functions in respect of the regulation of the teaching profession, including misconduct hearings, will be handled by the newly established Teaching Regulation Agency (TRA). The TRA is an executive agency of the Department for Education. All other NCTL functions are now handled by the Department for Education.</p> <p>The guidance is amended throughout to reflect Working Together to Safeguard Children 2018. Substantive changes in relation to Working Together are reflected below.</p>
<b>Summary</b>	
Page 3 – What is the status of this guidance	Duplicated the definition of children (that was already in Part one of Keeping Children Safe in Education 2016) to make clear, up front, what we mean by “children”.
Page 3 - About this guidance	Provided additional context on the use of “must” and “should”. Updated the definition of colleges to reflect “designated institutions”.
Page 4- Who this guidance is for	Moved the footnote about academy trusts into the main body of the guidance. This clarifies that for the purposes of Keeping Children Safe in Education, in the case of academies, free schools and alternative provision academies, the proprietor is the academy trust.
Page 4	New section explaining the multi-agency safeguarding transitional arrangements.
<b>Part one</b>	
Paragraph 10	New paragraph explaining the complete safeguarding picture DSLs and their deputies are likely to have.

Paragraph 12	Included “behaviour policy” in the list. Included “safeguarding response to children missing education” in the list. Made clear that information about the role of the DSL should include, the identity of the DSL and any deputies.
Paragraph 15	Removed detailed information from one of the two footnotes and combined into one simple footnote. Feedback suggested the original level of information is too much for Part one. However, cross-reference to detailed information remains.
Paragraph 17	Provided additional information on early help.
Paragraphs 22-33	Paragraph 22 is updated to reflect concerns about a child’s welfare should be acted on immediately. Paragraph 23 is updated to reflect the importance of speaking to the DSL and following the local child protection policy. Paragraph 24 has been expanded to clarify the options for action when staff have concerns. Paragraph 26 explains the importance of information sharing and reflects Data Protection Act 2018 and GDPR. Paragraph 27 makes clear that generally the DSL takes the lead on early help cases. Paragraph 30 provides more information on what to expect from the local authority.
Paragraph 34	Updated to reflect the fact all staff should raise any FGM related concerns with the DSL (or deputy) and then making the link to the <b>legal</b> requirement on <b>teachers</b> . Also updated footnote to make it easier to read.
Page 13	Updated table to reflect changes elsewhere in Part one.
Paragraph 48	Updated to reflect sexual violence and sexual harassment.
Paragraph 50	New paragraph to provide information on contextual safeguarding.
Additional Advice and Support	The links to Additional Advice and Support have been moved into Annex A.
<b>Part two</b>	
Paragraph 53	Updated to make clear the Board level leadership lead should sit at governing body or proprietor level.

Paragraph 55 Child Protection Policy	<p>Updated to make clear that all schools and colleges should have their own individual child protection policy. This is important, as it will reflect local circumstances. This does not stop a proprietor of multiple schools from having an overarching child protection policy. We would simply expect that this overarching policy will be built on locally to ensure local procedures and protocols can be reflected.</p> <p>Moved the old paragraph 49 into this paragraph to bring the child protection information together in one place.</p>
Paragraph 55 Children Missing Education	<p>New paragraph to reflect that <b>where reasonably possible</b> schools and colleges should hold more than one emergency contact number for their pupils and students.</p> <p>Moved the old paragraph 51 into this paragraph to bring the children missing education information together in one place.</p>

Paragraph 59	To be clear the important thing is the designated safeguarding lead is a senior member of staff and is from the school or colleges leadership team. Who actually appoints them is a matter for the governing body or proprietor.
Paragraphs 66-70	Updated to reflect the new three safeguarding partner arrangements and the role schools and colleges will be asked to play in them.
Paragraphs 72-78	Updated to reflect the Data Protection Act 2018 and GDPR and the importance of governing bodies, proprietors and their staff being aware of their obligations.
Paragraph 79	Reflected the designated safeguarding lead responsibilities with regard to the child protection file. This is already set out in Annex B but it deserves prominence in the main body of the guidance.
Paragraph 80	New paragraph to reflect the fact the DSL should be considering information sharing in advance of transferring the child protection file.
Paragraph 85	Reordered the wording to improve readability and have added the word “safety”. This addition is to make clear that “safeguarding” includes “online safety”.
Paragraph 90	Revised to clarify that at least one of the persons who conducts an interview has completed safer recruitment training.
Paragraph 95	<p>Updated to reflect the importance of school and college child protection policies reflecting peer on peer abuse.</p> <p>Updated to cross refer to the new Part 5.</p>

Paragraph 100	New paragraph taking into account previously looked after children, highlighting the fact that they remain vulnerable and the importance of agencies working together to safeguard them.
Paragraph 101-102	Updated to reflect Children and Social Work Act 2017.
Paragraph 103-105	Updated to reflect Children and Social Work Act 2017.
Paragraph 106	New paragraph reflecting care leavers.
Paragraphs 108-110	New paragraphs reflecting reasonable force.
<b>Part three</b>	
Paragraph 112	Revised the wording of to make direct reference to prohibitions, directions, sanctions and restrictions.
Paragraph 115	Moved the position of the reference to Annex F to improve readability. Technical change to wording to explain the term 'supervision' in the context of regulated activity.
Paragraph 116	Amended footnote 42 to reflect changes to college Conditions of Funding Agreements that, before employing a person to carry out teaching work in relation to children, require colleges to take reasonable steps to establish whether that person is subject to a prohibition order made under section 141B of the Education Act 2002.

Regulated Activity shaded box page 31	Clarified the position on personal care.
Paragraph 118	Amended paragraph to clarify when to check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.
Paragraphs 122-127	Amended footnote 49 to reflect the requirements on colleges that before employing a person to carry out teaching work in relation to children, they are required to take reasonable steps to establish whether that person is subject to a prohibition order and prevent the employment or engagement of any person who is subject to a prohibition order in such a role. New heading inserted. Paragraphs in this section have been relocated from elsewhere in document and additional information inserted to bring all information together, and provide clarity about, prohibitions, sanctions and restrictions.
Paragraph 128	Added new paragraph to reflect previous GTCE sanctions.

Paragraph 130	New paragraph, which includes text from previous footnote 38 into main body of text to explain the use of the Teacher Services system. New footnote 54 is inserted to explain the Teacher Services system can also be used to verify qualified teacher status (QTS) and the completion of teacher induction and teacher probation periods.
Paragraph 131	New paragraph inserted to explain the circumstances in which section 128 management barring information be included on a DBS certificate.
Paragraph 134	Addition to bullet 7 information to advise that the Teacher Services system should be used to verify any award of Qualified Teacher Status and the completion of teacher induction or probation periods.
Footnote 57	Inserted to reflect the requirement in the FE sector.
Second last Bullet in para 134	Text amended to clarify the duty on schools to confirm that a person appointed to carry out teaching work is not prohibited from doing so, and to cross reference to footnote 50 which confirms requirements for checking teacher prohibitions in colleges. Additional footnote (60) provides the definition of 'teaching work' that applies in the context of this paragraph.
Paragraph 136	Amended to reflect accurately the wording of regulations and to add clarity. There has been no change to policy.
Page 39 - Flowchart	A revised flowchart has been inserted to make the information about checks for contractors consistent with the information contained in the body of the guidance.
Paragraphs 139-142	Provided further context about the information schools should consider when seeking and obtaining references. A link to the Advisory, Conciliation and Arbitration Service (ACAS) website has been added to signpost to additional information about references.
	Amended to clarify that where any information about past disciplinary action or allegations is disclosed it should be considered as part of the suitability assessment.

Paragraph 143-149	Clarified the minimum information that must be recorded on the SCR. Additional advice has been added to: clarify the option to use the SCR to record other non-statutory information; the requirements for multiacademy trusts; that in the case of an academy, a proprietor means the members and trustees of the academy trust; and the format of the SCR. Included reference to agency and third party supply staff.
Paragraph 143	Amended to cross reference paragraphs 152 and 154, which provide additional detail about recording supply staff and trainee teacher checks.
Paragraph 144	The addition of a link to Government guidelines on checking an employee's identification. Additional information included to reflect the requirements for recording recruitment information in colleges.
Footnote 64	New footnote to explain that colleges funding agreements require robust record keeping procedures to be in place.
Paragraph 145	Amended to clarify the paragraph applies equally to colleges, agency and third party supply staff.
Paragraph 147	Technical change to clarify that MATs should ensure the information on the SCR for their trust is recorded in such a way that information for individual academies can be provided to those entitled to inspect it.
Paragraph 148	Links have been inserted to each of the relevant regulations.
Paragraphs 150	Moved the reference to the Home Office guidance from paragraph below to this paragraph.
Paragraph 155	In respect of fee-funded ITT trainees, clarified that the school or college should obtain written confirmation from the provider that it (the provider) has carried out all pre-appointment checks that the school or college would otherwise be required to perform.
Paragraph 156	Amended to clarify when colleges are required to carry out suitability checks where a member of staff moves position within the establishment.
Paragraph 157	Added paragraph number as this section of text not previously shown as a numbered paragraph. Also revises the original text, providing clarification that ensures schools are clear that they must refer to the DBS when an individual is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria.

Paragraph 163	Provided a link that signposts the DBS workforce guides. This is to assist schools and colleges to identify whether the position they are recruiting into fits the 'child workforce' criteria, used when completing the "Position Applied For" field on a DBS application form and which allows a children's barred list check to be requested.
Paragraph 164	Revised and footnote 72 added to remind schools and colleges to record risk assessments.
Paragraph 165	Revised text to signpost to guidance to be used by schools and colleges when determining when a volunteer should be supervised.
Paragraph 169	Heading now clarifies that this includes proprietors of alternative provision. To clarify in respect of colleges and schools, other than maintained schools, when DBS certificates can/should be obtained for governors.
Paragraph 171	To clarify that this includes a governing body in an academy or free school.
Paragraph 172	Provided clarification for academy trusts about the requirement to carry out checks for section 128 directions, which prohibit or restrict a person from taking part in the management of an independent school (including academies and free schools) and DBS checks.
Footnote 84	Confirms the circumstances in which DBS certificates can be obtained in respect of a contractor who is working in a college.
Paragraph 178	New information clarifying the responsibility on schools when working with alternative provision providers.
Paragraph 179-183	Minor drafting clarifications.
Paragraph 184	Amended to introduce the term "homestay".
Paragraph 185-186	Paragraphs moved from Annex E and amended to clarify that staff and volunteers should remain alert to, and, when it comes to their attention report to the local authority, information which suggests a child is being privately fostered.
<b>Part four</b>	

Paragraph 188	<p>An additional footnote 90 has been added to provide a link to Disclosure and Barring Service website explanation of the ‘harm test’.</p> <p>The 3<sup>rd</sup> bullet in this paragraph is amended to replace ‘would’ with ‘may’, providing consistency with the terminology within ‘Working Together to Safeguard Children’ statutory guidance</p> <p>Added ‘volunteers’ to this paragraph to make clear this part of the guidance is also applicable to them.</p>
Paragraph 193	In response to feedback, we have moved the term ‘unfounded’ from a footnote back into the main text.
Paragraph 196	Signposted to footnote on more information on strategy discussion and a paragraph that provides further information about suspensions.
Paragraph 206	This revision clarifies that reporting restrictions apply only to teachers in schools.
Paragraph 208	Updated link.

Paragraph 215	Update to make schools and colleges aware that in addition to the general guidance with regard to record retention, the IICSA have provided their own advice (which is linked).
Paragraph 217	Now provides signposts to paragraphs that provide information about references.
Paragraph 219	Corrects a typo; replaces ‘institute’ with ‘instigate’.
Paragraph 223	Inserted ‘children’s social care’ because where the allegation is about the welfare of a child then ‘children’s social care’ should be contacted directly.
Paragraph 224	Clarifying the duties of sixth form colleges where they are made aware that an interim teacher prohibition order has been imposed on an individual who is working at the establishment.
Paragraph 234	Amended to clarify the paragraph applies equally to sixth form colleges.
<b>Part 5</b>	
Paragraphs 240-262	New Part 5 to provide guidance for schools and colleges on how they should respond to reports of child on child sexual violence and sexual harassment.



<b>Annex A</b>	<p>Included new introduction Included table of contents</p> <ul style="list-style-type: none"> <li>• Children Missing Education: Removed child missing education advice that duplicated departmental advice and focused on what staff should be considering when a child is missing from education.</li> <li>• Children and the court system- new information</li> <li>• Children with family members in prison- new information</li> <li>• County Lines- new information</li> <li>• Domestic abuse- new information</li> <li>• Homelessness- new information</li> <li>• HBV- additional context</li> <li>• Preventing radicalisation- redrafted to focus on what staff should be doing and considering rather than the more general school or college response which is covered in other guidance</li> <li>• Peer on peer abuse- new information</li> <li>• Sexual violence and sexual harassment- new information</li> </ul> <p>Links to additional advice and support moved from Part one and updated with new links</p>
<b>Annex B</b>	<p>New footnote 109 includes considerations for sole proprietors to ensure their designated safeguarding lead is a suitable person for the role. Added online safety and SEND as considerations when training designated safeguarding leads. This reflects the importance of these two areas as set out in Part two of the guidance.</p>
	<p>Also bringing deputy DSL in line with DSL and setting out that the role should be explicit in any job description. Child protection file updated to reflect paragraph 79-80</p>
<b>Annex C</b>	<p>Updated to provide more information and links to additional support included.</p>
<b>Annex D</b>	<p>Added reference to the Visits to Children in Long-term Residential Care Regulation 2011, as it applies to schools and colleges.</p>
<b>Annex E</b>	<p>In response to stakeholder feedback, revised this Annex to provide clarity on obtaining DBS checks for UK host families who provide homestay to pupils during exchange visits.</p>
<b>Annex G</b>	<p>Updated footnote to reflect DBS now provide this service and not Disclosure Scotland.</p>



Department  
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