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# CHADWELL HEATH ACADEMY



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## CHILD PROTECTION AND SAFEGUARDING POLICY

**This policy is under review and subject to Governing Body ratification  
at the July 2017 meeting.**

This policy is based on the model policy provided by the London Borough of Redbridge and has been adopted to meet the specific needs and context of Chadwell Heath Academy.

**March 2017**

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## 1. Introduction

- 1.1 The Governing Body of Chadwell Heath Academy understand that 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 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).**
- 1.2 The Governing Body of Chadwell Heath Academy strongly believes that the school should provide a safe, caring, positive stimulating environment and culture that promotes the social, physical and moral development of the individual pupil. **That all parties should work to establish and maintain an environment of educating, listening and acting:** Providing opportunities across the curriculum, including Citizenship 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; for pupils know who they can approach if they are worried; and school staff and volunteers feel well informed about safeguarding and child protection and they are listened to when they have concerns about the safety and wellbeing of a child. That staff identify concerns early and act swiftly to prevent concerns from escalating. To ensure children know that there are adults in the school whom they can approach if they are worried. Where children feel respected, secure, are encouraged to talk and are listened to when they have a worry or concern; maintain an attitude of "it could happen here" where safeguarding is concerned.
- 1.3 To achieve this, the Governing Body takes seriously its responsibility to safeguard and promote the welfare of pupils and protect them from extremist views. The Governing Body will ensure robust arrangements are in place to identify, assess, and support those pupils whose needs are not being met. Ensuring that children who have unmet needs are supported appropriately. This could include a referral to early help services or specialist services if they are a child in need or have been / are at risk of being abused and neglected;
- 1.4 To realise this the Governing Body recognise the need for effective policy and procedures to be in place to support safeguarding and child protection process. The policy and procedures must reflect the specific needs needs of the children at Chadwell Heath Academy. They should also reflect the procedures and requirements of the Redbridge Local Safeguarding Children Board (LSCB).
- 1.5 The policy and procedures must also follow relevant legislation and

statutory guidance. The most recent version of '*Keeping children safe in education - statutory guidance for schools and colleges.*' (September 2016) is the key point of reference for this policy.

- 1.6 The Safeguarding and Child Protection Policy of Chadwell Heath Academy will be: reviewed, revised and adapted annually to ensure that we are fulfilling our duty. The updated policy will be dated on the front cover.
- 1.7 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 designated safeguarding lead.
- 1.8 The Governing Body recognises that **all staff and volunteers have a full and active part to play in protecting pupils from harm**, and that the pupil's welfare is of paramount importance. 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.
- 1.10 All staff, volunteers and governors should know and understand this child protection and safeguarding policy and their responsibility for implementing it. This will involve all staff reading, at a minimum, Part one and all governors reading Parts one and two of Keeping Children Safe in Education (September 2016).

1.11 **Named People:**

- 1) Headteacher: Mr Stephen N Bull.
- 2) Designated Safeguard Lead: Mr Dave Thompson.
- 3) Deputy Safeguard Lead:
  - Miss Cherry Hobbs.
  - Mrs Michelle Green.
  - Mrs Marie Rashid.
- 3) Designated person for looked after Children (LAC): Mr G McDonald.
- 4) Chair of Governors: Mr Peter Brewster.
- 5) Designated governor for safeguarding and child protection:
  - Inclusion and Child & Protection Committee
    - Mr David Shah (Chair)
    - Mr Phil Terry
    - Mr James Johnson
    - Mr McDonald (clerk for inclusion)
- 6) Mr Adam Rumble (Deputy Headteacher and former Safeguard Lead) is also an invaluable source of experience that the school will draw upon.

1.12 Policy Review This policy was reviewed and adopted at the Governing Body Meeting on ~~XXXX~~ 2017

1.13 Signature of Headteacher:

Signature of Chair of Governors:

## **2: The responsibilities of the Designated Safeguarding Lead:**

### **Mr Dave Thompson**

- 2.1 The Governing Body working with the Headteacher have appointed Mr Dave Thompson (Deputy Headteacher) as the senior member of staff from the leadership team to take lead responsibility for safeguarding and child protection.
- 2.2 Our deputy (ies) designated safeguarding lead is trained to the same standard as the lead. Whilst the activities of the designated safeguarding lead are sometimes delegated to an appropriately trained deputies (Miss C.Hobbs, Mrs M.Green and Mrs M.Rashid), the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead.
- 2.3 During term time our designated safeguarding lead or deputies will always be available (during school hours) for staff to discuss any safeguarding concerns. If any of the team are to be off site during the working day they must sign out and notify the main office staff who is the person on site to contact and record where they are going to be reached. **If the situation arises when a member of staff cannot find a designated person they should contact the head teacher and then Redbridge Council on: 020 8708 3885 from 9.00am to 5.00pm.** If there is an **out of hours concern and staff cannot contact a member of the safeguard team they should: call the Duty Social Worker on: 0208 553 5825**, who will guide them on what to do. If they receive no response or the matter is a criminal one then they are to call **the Child Protection referral desk at Woodford police Station on: 0208 345 3693**. They are then to inform the safeguard lead as soon as possible: send a spark and email to inform them. See them face to face at the start of the next school day. This information is to be displayed on the safeguard notice board for ease of access
- 2.4 The broad areas of responsibility for the designated safeguarding lead are:
- to ensure the safeguarding and child protection policy for Chadwell Heath specifically is known, understood and used appropriately. Every member of staff has access to and understands the school's child protection policy and procedures, especially new and part-time staff;

- to 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. This is to be dated within the policy;
- to ensure this child protection policy is available publicly. This will be done by placing it on the school website. Parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this. This will be done through drawing their attention to any updates or changes to this policy.
- link with Redbridge LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding; K. Raley
- where children leave Chadwell Heath Academy, ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt. This must be done using the Borough of Redbridge form found in, *“Keeping safeguard / Child Protection records on individual pupils.”*;
- to understand the assessment process for providing early help and intervention, for example through locally agreed shared assessment processes, such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- to be alert to specific needs of children in need, those with special educational needs and young carers;
- to keep detailed, accurate, secure written records of concerns and referrals in line with the Borough of Redbridge document: *“Keeping safeguard / Child Protection records on individual pupils.”* To ensure that all such records are kept confidentially and securely and are separate from pupil records;
- providing an annual report for the Governing Body detailing: any changes to this policy and procedures; training undertaken by staff and Governors; the number of pupils referred to social services and subject to child protection plans (anonymised);

- to understand and support the whole school community with regards to the requirements of the Prevent duty and provides advice and support to staff on protecting children from the risk of radicalisation;
- to obtains and share resources and attend any relevant or refresher training courses;
- to encourage a **culture** of listening to children and taking account of their wishes and feelings, among all staff, and any measure the school or college may put in place to protect them.
- to ensure that the school is represented and fully contributes to any meeting of professionals such as CIN, Core or Strategy meetings.

2.4.1 **Managing Referrals** the designated safeguarding lead is expected to refer all cases of suspected abuse to Redbridge children's social care and to:

- the Police (where a crime has been committed);
- the Channel programme where there is a radicalisation concern; The designated safeguarding lead will understand the requirements of the Prevent duty and provide advice to staff on protecting children from the risk of radicalisation.
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm.

2.4.2 **Work with Others: The designated safeguarding lead is expected to:**

- liaise with the headteacher to inform him / her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the local authority designated officer (LADO) in cases regarding allegations against staff;
- act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Support staff who make referrals to the Channel programme or to children's social care;



- liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children (2015)*. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- take into account the inter-agency safeguarding procedures set up by the LSCB, including understanding and reflecting local protocols for assessment and the LSCB's thresholds document as well as supplying information as requested by the LSCB;
- share information with appropriate staff in relation to a child's looked after (CLA) status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility;
- ensure s/he has details of the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her/him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school headteacher in the authority that looks after the child. The Virtual Headteacher in LB Redbridge is Diane Taylor
- Work with the designated member of staff with responsibility for looked after Children (Mr Gerry McDonald): they will keep a list of children looked after by the Local Authority and monitor their progress and wellbeing carefully.
- Work with the Deputy Head Teacher with responsibility for temporary staff to ensure that such staff are aware of their safeguarding responsibilities while at Chadwell and to ensure that staff provided by other agencies have been vetted and are compliant as required and commensurate with their roles, before being deployed. The procedure to follow is that if such staff have any safeguarding concern they can go to the main office and ask for the safeguarding officer to ensure the concern is addressed to the right person and quickly. They will also be provided with a copy of the visitors information sheet found in **Appendix 3**.

### 2:4:3: Training

- The designated safeguarding lead (and deputies) will undertake formal training, to provide her/him with the knowledge and the skills required to carry out the role, at least every two years. The dates of this training and the provider / certificates should be recorded.
- In addition the Safeguard team should refresh and develop their skills and knowledge through a rolling programme (This must include should include Prevent awareness). This may be via e—bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments.
- Provide opportunities for whole staff training that will provide staff with the framework to promote and safeguard the wellbeing of the pupils of Chadwell Heath Academy and in so doing ensure they meet their statutory responsibilities and **ensure consistent good practice across the school.**
- In order that all members of staff have the knowledge and skills required to fulfil their duties, The Designated lead will ensure the following are provided:
  - i. induction for all new members of staff, including newly qualified teachers, which includes safeguarding and child protection training. They will be expected to read and understand *Keeping Children Safe in Education (September 2016) Part One* and be familiar with our safeguarding and child protection policy and the staff code of conduct. This will be evidenced through a questionnaire.
  - ii. provide all staff with appropriate safeguarding and child protection training which is updated regularly as part of a rolling programme. This will be based on a ‘needs first approach’ in terms of topic 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.
  - iii. the Designated Safeguard lead will keep a record of staff induction and training. Staff will be asked to sign as evidence of undertaking any such training.

#### **2:4:4 Record Keeping**

- The designated safeguarding lead will maintain case files for pupils where there are concerns, with an overview chronology and a record of all communications and actions.
- The designated safeguarding lead will ensure that all safeguarding records are managed in accordance with the *Education (Pupil Information) (England) Regulations 2005*.
- Where children leave the school or college ensure their child protection file is copied for any 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. HoY's should inform the Safeguard lead of any changes in their year group. The main office should also inform the Designated Safeguard Lead that they are sending a pupils file. Children who have had safeguard issues will have a dot on their main office file.

### **3: The responsibilities of the Headteacher:**

#### **Mr Stephen. N. Bull**

- 3.1 The headteacher will ensure that the policies, procedures and staffing structures set out by the Governing Body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities successfully and with clear lines of accountability. In particular ensuring mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of *Keeping Children Safe in Education (September 2016)*.
- 3.2 To ensure that all staff are aware that they can contact the designated safeguarding lead (Mr D. Thompson) if they have concerns about a child or young person.
- 3.3 Quality assurance: On behalf of the Governing Body, the headteacher will ensure that all staff read at least Part One of *Keeping Children Safe in Education (September 2016)*. This will be delegated to the Safeguard Lead.
- 3.4 The headteacher and designated safeguarding lead will prepare the safeguarding annual report to the Governing Body to enable governors to review the effectiveness of child protection and safeguarding arrangements and, in turn, to influence the annual review of the policy. This enables the Governing Body to monitor compliance with the Education Act 2002 Section 175 and to identify areas for improvement. As such self-evaluation of safeguarding we will take account of *“Inspecting safeguarding in early years, education and skills settings and the School inspection handbook.”* (Ofsted)

#### **4: The responsibilities of the Governing Body.**

4.1 It is the responsibility of the Governing Body of Chadwell Heath Academy to ensure that it complies with duties under legislation. The Governing Body must also have regard to *Keeping Children Safe in Education (September 2016)* to ensure that our school's policies, procedures and training are effective and comply with the law at all times.

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

4.2.1 The Governing Body should ensure there is a senior leader to take leadership responsibility for safeguarding arrangements. (Mr D. Thompson) Ensuring the Designated lead and all deputies undertake formal training to provide them with the knowledge and the skills required to carry out the role at least every two years. In addition to their formal training their knowledge and skills should be updated at regular intervals, and at least annually, to keep up with any developments relevant to their role. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of children and young people, there is also a designated governor team who champions safeguarding within the school.

#### **4.2.2 Inter-agency working.**

- Ensuring the school contributes to inter-agency working, which includes providing a co—ordinated offer of early help when additional needs of children are identified Recognising the importance of information sharing between professionals and local agencies and ensuring that duties under the Data Protection Act 1998 do not stand in the way of promoting the welfare and safety of children.

#### **4.2.3 Policies**

- Ensuring that an effective safeguarding and child protection policy is in place.
- The Governing Body will ensure that the Child Protection policy is in accordance with government guidance and refers locally to agreed inter-agency procedures and Redbridge protocols for assessment.
- The policy will be updated annually.

#### **4.2.4 Staff training.**

- Ensuring that all staff members undergo safeguarding and child protection training at induction and, in addition, at least annually. Ensuring all staff read at least Part One of *Keeping Children Safe in Education (September 2016)*

#### 4.2.5 **Safer recruitment.**

- By adhering to statutory responsibilities, undertaking safer recruitment training and having written recruitment and selection policies in place, (staff recruitment policy), prevent people who pose a risk of harm from working with children. To ensure that every interview panel has at least one member of the panel that is safer recruitment trained.

#### 4.2.6 **Allegations of abuse made against staff.**

- To ensuring there are procedures in place to handle allegations against staff and refer correctly to the local authority designated officer (LADO).
- To ensure that the school are meeting legal duties to make a referral to the Disclosure and Barring Service (DBS) if a person has been dismissed due to safeguarding concerns or would have been had they not resigned.

#### 4.2.7 **Allegations of abuse made against other children**

- To ensure that there are strategies to minimise the risk of peer on peer abuse and procedures for investigating allegations in line with guidance by the Child Exploitation Protection Centre (CEOP) and the DfE's searching screening and confiscation advice.

#### 4.2.8 **Curriculum**

- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- Making sure that a broad and balanced curriculum will include personal, social and health education (PSHE) / citizenship and sex and relationships education (SRE).
- Ensuring a comprehensive curriculum response to on line-safety, enabling children and parents to learn about the risks of new technologies, communication and social media and to use these responsibly. (In place from September 2017)
- Safeguarding children from potentially harmful and inappropriate online material by ensuring appropriate filters and monitoring systems.
- Ensuring that the school promotes tolerance and respect and prepares children and young people for life in modern Britain

**Online safety.**

- i. The Governing Body of Chadwell Heath Academy recognises that the use of technology has become a significant component of many safeguarding issues. For example technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation. Areas of risk: content — being exposed to illegal, inappropriate or harmful material; contact — being subjected to harmful online interaction with other users; and contact — personal online behaviour that increases the likelihood of or causes harm. The Governing Body is committed to doing all it reasonably can to limit children's exposure to the above risks from the school's IT system. whilst considering our responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, we will consider the age range of our pupils, the number of pupils, how often they access the school's IT system and the proportionality of costs versus risks. As part of this process we will:
  - ii. ensure the school has appropriate filters and monitoring systems in place; We are using Smoothwall software to do this. This software prevents pupils accessing sites that are deemed to be inappropriate. It also logs and flags inappropriate use of the internet. Users are warned of this on a daily bases when they log on: *“Warning: All Internet Traffic Is Being Monitored And Logged. Please Refrain from Viewing Content Of An Illegal Or Offending Nature. \*All\* Offences Will Be Forwarded To The Responsible Department. If You Do Not Accept This Policy Please Close The Web Browser Now. All Staff Members Can View The "Code of Conduct " Policy located in the " Schools Policies" Folder Within School Documents. The IT Manager (Luke Taylor) will then contact the safeguard team.*
  - iii. linked to this is that we will ensure the appropriateness of any filters and monitoring is informed in part by the risk assessment required by the Prevent Duty.
  - iv. be careful that ‘over blocking’ does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

- v. The Governing Body has referred to the additional information and support in Keeping Children Safe in Education (September 2016) Annex C: Online Safety. We have a clear policy on use of mobile technology in the school (link to school policy). We are committed to ensuring that online safety training for staff is integrated and aligned with our responsibilities to provide them with safeguarding training and ensure children are taught about safeguarding, including online.

#### 4.2.10 **Vulnerable children**

- Ensuring that staff have the skills, knowledge and understanding necessary to keep looked after children safe and are have the correct details about the child's care arrangements, social worker and LA virtual school headteacher.
- Appointing a designated teacher to promote the educational achievement of children who are looked after (Mr G. McDonald). Ensuring that s/he has appropriate training and that s/he works with the virtual school headteacher
- Ensuring that staff are alert to the additional barriers that exist and the additional vigilance which is required to identify abuse and neglect for pupils with special educational needs and disabilities. These barriers can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration; the potential for children with Special Educational Needs and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing and signs; and communication barriers and difficulties in overcoming these barriers.
- Ensuring that repeated hate incidents, for example racist, homophobic, gender or disability-based bullying, are considered under child protection procedures.



## 5: Responsibilities all staff:

- 5:1 **It is the responsibility of every member of staff at Chadwell Heath Academy to: know, understand and carry out the Child Protection and Safeguarding Policy and our safeguarding procedures.**
- 5:2 As part of staff induction, all new staff will receive training in this policy and its procedures, about the role of the designated safeguarding lead and the staff behaviour policy. This training will be updated at least every year and whenever the Child Protection and Safeguarding policy is reviewed by the Governing Body. They will be provided with Part one of Keeping Children Safe in Education (September 2016) and will be expected to read and understand it. Staff covering this in their induction will also have to complete a questionnaire to show this.
- 5:3 Staff will receive appropriate formal safeguarding and child protection training which is regularly updated. They will receive safeguarding and child protection updates (for example, via email, e bulletins and staff meetings) as required and at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.
- 5:4 Staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect are described in **Appendix 4 — Indicators of harm**. Additionally they should be aware of the causes and indicators of current risks that impact upon the safety of children and young people. More guidance is provided in **Appendix 5 — Guidance on Specific safeguarding issues**. If you are unsure, you should always seek advice from the designated safeguarding lead: Dave Thompson.
- 5:5 All staff should know what to do if a child tells them that s/he is being abused or neglected. If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:
- listen to what is being said without displaying shock or disbelief
  - accept what is being said
  - allow the child to talk freely — do not put words in the child's mouth
  - only ask questions when necessary to clarify
  - reassure the child, but not make promises which it might not be possible to keep
  - do not promise confidentiality — it might be necessary to refer to children's social care. Staff are expected to know how to manage an appropriate level of confidentiality whilst liaising with relevant professionals.

- emphasise that it was the right thing to tell  
reassure her/him that what has happened is not her/his fault
- do not criticise the alleged perpetrator
- explain what has to be done next and who has to be told  
make a written record using the form that can be found in **appendix 2**. These can be found in the staffroom under the pigeon holes.
- pass the information to the designated safeguarding lead without delay
- consider seeking support for yourself and discuss this with the designate safeguarding lead — dealing with a disclosure can be distressing
- Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

5: 6 If any member of staff is concerned about a child s/he must inform the designated safeguarding lead immediately. They must then follow this up with a written record regarding the concerns on the same day. The written record must be a clear, precise, factual account of the observations (**Appendix 2** - Record of Concern). In terms of record keeping staff should also:

- not destroy the original notes in case they are needed by a court
- record the date, time, place and any noticeable non—verbal behaviour and the actual words used by the child or any discussions you were involved in;
- record explanations given by the child / adult;
- **Staff are not to take any photographs or ask pupils to show them injuries.**
- record statements and observations rather than interpretations or assumptions;
- sign and date the record.
- Report and submit records need to the designated safeguarding lead immediately.

- 5:7 If the allegations raised by the staff member are against another child/children staff should follow the same procedures for referring a concern about a child's safety.
- 5:8 The designated Safeguard Lead will assess the information and consider if a child is in immediate danger or is at risk of harm ( *Redbridge LCSB Thresholds* <http://www.redbridgelscb.org.uk/wp-content/uploads/2016/04/Redbridge-LSCB-Multi-Agency-Thresholds-Document-June-2016-Final.pdf>) If the evidence suggests the threshold of significant harm, or risk of significant harm, has been reached, or if s/he is not clear if the threshold is met, the designated safeguarding lead will contact children's social care. If it is decided to make a referral to children's services social care this will be discussed with the parents, unless to do so would place the child at further risk of harm. All concerns, discussions and decisions will be recorded in writing.
- 5:9 The exception to this process will be where a teacher discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, this must be immediately reported to the police. This is a statutory duty. At Chadwell the teacher should contact the Designated Safeguard Lead immediately and together they will contact the police. If this is not possible then they should contact the Deputy Safeguard Lead and the follow the same process. If they cannot find these staff immediately they are to contact the Headteacher and together they will contact the Police.
- 5:10 Staff will need to understand their role in the early help process: identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals. Particular attention will be paid to the attendance and development of each child about whom there are concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept. The designated safeguarding lead should be informed of the unexplained absence of any child or young person on a child protection plan.
- 5:11 The designated safeguarding lead is responsible for making colleagues aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged. This will be done through staff briefing, email, meetings and group discussions.
- 5: 12 Every member of staff has a duty to refer safeguarding concerns to the designated safeguarding lead. However, if:
- concerns are not taken seriously by school leaders; or
  - action to safeguard the child is not taken; and
  - the child is considered to be at continuing risk of harm

then staff should speak to the designated safeguarding lead or **contact Redbridge Children's Services Social Care** (including out of hours) on

0208 708 5897. It **is everyone's responsibility** to ensure that concerns are followed up. If staff have reported a concern, they should expect to be informed about what has happened following the report.

- 5: 13 Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: 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 when situations do not improve, sharing information too slowly, lack of challenge to those who appear not to be taking action.
- 5: 14 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. If staff do not feel that such concerns have been taken seriously by the senior leadership team, you should use the school's whistle blowing procedures (found in school documents and on the Safeguard notice board). If they feel unable to raise an issue with the senior leadership team or feel that your concerns are not being addressed, other whistleblowing channels at Local Authority level are open to them

## 6: Procedures

- 6:1 Following a report from a member of staff or volunteer, the designated safeguarding lead will consider the level of need by applying the thresholds for referral which Redbridge Local Safeguarding Children Board (LSCB) has agreed for use by all agencies and professionals who are worried or concerned about a child's safety or welfare. (Redbridge LCSB Thresholds <http://www.redbridgelscb.org.uk/wp-content/uploads/2016/04/Redbridge-LSCB-Multi-Agency-Thresholds-Document-June-2016-Final.pdf>). Using the levels of need s/he will decide whether the child is in immediate danger or is at risk of harm, in which case a referral must be made without delay to children's social care and the police immediately:

**Redbridge CPAT (Child Protection and Assessment Team)**  
**0208 708 3885**  
**[CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk)**

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.

- 6:2 The designated safeguarding lead will confirm any referrals in writing via a Multi—Agency Referral Form (MARF). S/he will clarify with the police or children's social care whether the parents should be told about the referral and when and by whom. Any advice given by outside agencies must be put on the MARF at this point.
- 6:3 If early help is appropriate the designated safeguarding lead will in liaise with other agencies and in the 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.

## 7. When to be concerned.

7:1 All staff and volunteers should be aware that the main categories of abuse are:

- physical abuse
- emotional abuse
- sexual abuse
- neglect

7:2 All staff and volunteers should be aware of the signs of abuse and neglect. Knowing what to look for is vital to early identification. (**Appendix 4 - Indicators of harm**). Generally, in an abusive relationship the child may:

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

7:3 In an abusive relationship, a parent or carer may:

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

7:4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems (sometimes referred to as the 'toxic trio'), if they co-exist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

## **8: Specific Safeguarding Issues.**

- 8:1 All staff should have an awareness of specific safeguarding issues — They should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children and young people in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse (**Appendix 5.7**) The designated safeguarding lead and her/his team will ensure that members of staff have up to date guidance and practical support on specific safeguarding issues. Expert and professional organisations are best placed to provide this and there is a list of links to these professional and expert websites in **Appendix 6. Staff should read these and be proactive in developing their own knowledge and share with colleagues where appropriate.**



## **9: Confidentially, consent and information sharing**

- 9:1 Chadwell Heath Academy recognises that all matters relating to child protection are confidential. We also recognise the importance of information sharing between professionals and local agencies. All staff will be made aware of this in the annual safeguard training that they undertake.
- 9:2 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 9:3 Concerns about data protection and confidentiality will not come before safeguarding a child. Our approaches to confidentiality and information sharing have taken into account: '*Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.*'  
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 9:4 in a case of female genital mutilation there is a mandatory requirement for the teacher to report directly to the police.

## **10: Communicating with parents**

- 10:1 Parents can access this policy through the school website or by asking for a copy at the school office.
- 10:2 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

## **11: Inter –Agency working**

- 11:1 No single professional can have a full picture of a child's needs and circumstances. If children 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.
- 11:2 Under the leadership of our designated safeguarding lead, we will continue to develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and children's social care. In determining levels of need, we will follow the thresholds for referral provided by Redbridge Local Safeguarding Children Board (LSCB).
- 11:3 The school will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, 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. The school will participate in serious case reviews, other reviews and file audits as and when required to do so by Redbridge Local Safeguarding Children Board. We have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

## **12: Whistle Blowing**

- 12:1 All staff members are made aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the headteacher, the Chair of the Governors, the designated governor for safeguarding and child protection or with the Local Authority Designated Officer.
- 12: 2 A clear reporting procedure is in place for children, parents and other people to report concerns or complaints, including abusive or poor or unsafe practice and potential failures in the school's safeguarding regime. For more detail see our *Whistle Blowing Policy*.

### **13: Contractors, service and activity providers and work experience placement providers.**

- 13:1 The member of staff that is bringing such people onto site will liaise with their line managers / or the safeguard lead to ensure that assurances can be given that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education (September 2016)*. If assurance is not obtained, permission to work with children or use the school premises may be refused.

### **14: Site Security**

- 14:1 All staff members have a responsibility to ensure the buildings and grounds are secure and for reporting concerns that may come to light.
- 14: 2 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.
- 14: 3 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.
- 14.4 All visitors should be given a copy of the Child Protection and Safeguarding visitors' information sheet. **(Appendix 3)**.

## **15: Safer Recruitment**

- 15: 1 At Chadwell Heath we are vigilant in maintaining a culture of safe recruitment. We have robust recruitment and vetting procedures that help deter, reject or identify people working in any capacity at, or visiting our school, who might abuse children.
- 15: 2 The Governing Body will reach a clear and reasonable rationale for its decisions about the suitability of each prospective employee based on statutory checks and evidence including: criminal record checks (DBS checks), barred list checks, prohibition checks and, as appropriate, checks, under the Childcare (Disqualification) Regulations 2009. We will also obtain verification of identity, of mental and physical fitness to carry out work responsibilities and of professional qualifications, as appropriate. We will seek confirmation of the applicant's suitability and capacity through interview and her/his experience and history through references. Individuals who have lived or worked outside the UK will undergo the same checks as all other staff. We will make further checks we consider appropriate, so that any relevant checks that occurred outside the UK can be considered, including a check for information about any teacher sanction or restriction that an EEA professional regulating authority has imposed, using the NCTL Teacher Services system. We will take proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.
- 15: 3 We have an appointment of staff policy which is informed by the guidance in Keeping Children Safe in Education (September 2016) and specifically Part three.
- 15:4 At least one member of every short listing and interview panel will have completed safer recruitment training. The headteacher is responsible for ensuring that safer recruitment training is up to date.
- 15:5 Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. Those governors who also engage in regulated activity in the school will also undergo a barred list check.
- 15:6 We keep a single central record which covers all staff (including supply staff and teacher trainees on salaried routes), volunteers, governors and contractors. The headteacher and Chair of Governors or designated governor for safeguarding and child protection regularly monitor the single central record and complete a record of their scrutiny and recommendations.

## **16 Allegations against staff**

- 16.1 All staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils to be conducted in view of other adults.
- 16.2 All staff should be aware of the School's behaviour/discipline policy. This can be found on the School intranet under school documents > policies.
- 16.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the Deputy Headteacher if the Headteacher is not present.
- 16.4 The Headteacher/Deputy Headteacher on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer. (LADO) **Local Authority Designated Officer 020 8708 5350 [LADO@redbridge.gov.uk](mailto:LADO@redbridge.gov.uk)**
- 16.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 16.4 above, without notifying the Headteacher first.
- 16.6 A decision as to whether to suspend a member of staff against whom an allegation has been made will only be made after consultation. Our procedures are based upon the guidance in Keeping Children Safe in Education (September 2016) Part four.
- 16.7 Our lettings agreement for other users of the School requires that the organiser will manage the suspension of adults where necessary from school premises.

**END**

**Appendix**

## **Appendix 1: Other Policies.**

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

- Appointment of Staff Policy
- Anti—Bullying Policy
- Attendance Policy
- Behaviour Policy
- Capability Policy
- Code of Conduct for Governors
- Confidentiality Policy
- Complaints Procedure
- Data Protection Policy
- Disciplinary Policy and Procedure
- Dress Code
- Drugs Education Policy
- Educational visits policy.
- E-safety Policy
- Equal Opportunities Policy and Race Equality Policy.
- Grievance Procedure
- Health and Safety Policy
- ICT Policy
- Managed fire evaluation
- Personal, Social and Health Education Policy
- Pupil Discipline
- Pupil Information Policy
- Recruitment and Selection Policy and Procedures

- Regulations for the hire academy premises
- Risk management planning process
- Teachers' Standards, Department for Education guidance available on GOV.UK
- Staff code of conduct
- Sickness Absence Management Procedure
- Whistleblowing Procedure.



# CHADWELL HEATH ACADEMY

## Child Protection and Safeguarding Referral Form.

Please complete this form in full and **hand** to a memeber of the safeguarding team.  
This is:

<b>Dave Thompson</b>	<b>Cherry Hobbs.</b>	<b>Michelle Green</b>	<b>Marie Rashid</b>
			

Name of Pupil					
Form		Date		Time	
Member of staff completing referral					

Please outline your concerns in the space provided. Please ensure that you record verbatim any disclosure that is made to you including dates and times etc. You will be informed as to the outcome of this referal in due course.

PTO if needed:

Staff signature:

Date:

Referral received:

Date:



**Action taken by the safeguard team:**



# Chadwell Heath Academy

## Child Protection and Safeguarding

### Important Information.

Thank you very much for coming to **Chadwell Heath Academy**. We hope that you enjoy your time here.

We take our collective responsibility to promote the welfare and safety of all students and staff very seriously. All students have the right to be safe from all maltreatment, neglect, sexual exploitation, bullying, discrimination, crime and anti-social behaviour.

**All adults, including visitors, have a role to play in protecting students and their welfare.** In line with national and Redbridge guidance we have a number of protocols in place to safeguard our students. **A copy of the Child Protection policy can be found: on the Safeguarding board in the staffroom.**

**While with us please be alert to signs of abuse and neglect.**

If you are a visitor for the day and feel that you have witnessed abuse, please feel confident enough to report this to a member of staff.

The designated Child Protection Officer is:

**Dave Thompson.** He can be reached on:

- [dthompson@chadwellacademy.org.uk](mailto:dthompson@chadwellacademy.org.uk)
- 0208 252 5151.
- His class room is 42 and his office is 27a.

If you are unable to reach Mr Thompson then please take your concerns to **one** of the Safeguard team. They are based in the Inclusion office 18a

Dave Thompson	Cherry Hobbs.	Michelle Green	Marie Rashid
			

# Chadwell Heath Academy



**If it is the behaviour of a member of staff that you wish to discuss**, then please contact Dave Thompson as above or ask the school office to contact the appropriate senior member of staff.

**If you are a temporary member of staff** such as: student teacher, volunteer or professional member of staff from an agency working with our students please make sure you have supplied your DBS details and photographic identification to Mrs T. Banks (School Manager) or a member of the safeguarding team.

**If a student makes a disclosure to you please:**

1. Stay calm, listen to the child. If you are shocked by what is being said try not to show it. Reassure them that they have made the right decision to tell someone.
2. Do not promise confidentiality, but reassure them that you will only share the conversation with the Safeguarding team.
3. Please record verbatim what they have said. The pace should be dictated by the student, and please do not ask leading questions such as, “what did they do next?” or make judgments.
4. Safeguarding Referral Forms can be found in the staffroom. They are orange in colour. If you need to pass over a concern about a child’s welfare or safety please use the form and pass directly to a member of the Safeguarding team.
5. Do not criticise the alleged perpetrator, it may be someone they love.
6. Pass this information to the Child Protection team **IMMEDIATELY**.
7. **NEVER** carry out an investigation or interrogation. This is not your role.

**Please take care not to put yourself inadvertently at risk.** It is advisable not to conduct interviews or work with students by yourself, unless this is part of your professional role. Do not go in the lift with a student without another adult. If a student wishes to leave, please do not block their path, but gain support from another member of staff.

**Thank you for working with us to keep the students and staff of Chadwell Heath Academy safe and well.**

## Appendix 4: Indicators of harm

### 1) Physical abuse

1. A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
2. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.
3. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
4. Some of the following signs may be indicators of physical abuse.

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

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

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

- The history provided is vague, non—existent or inconsistent
- There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.
- Skull fractures are uncommon in ordinary falls i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

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

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

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

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

- Poor attendance at school and under-achievement

**Bite Marks.** Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

**Burns and Scalds.** It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded. Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid. Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath. The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

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

### **Emotional/behavioural presentation**

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help Aggression towards others
- Frequently absent from school

- An explanation which is inconsistent with an injury
- Several different explanation provided for an injury

### **Indicators in the parent**

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

### **Indicators in the family/environment**

- Marginalised or isolated by the community

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

## **2) Emotional abuse**

- 1) Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- 2) 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.
- 3) It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- 4) It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
- 5) Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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

### **Indicators in the child**

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre—school children
- Low self-esteem and lack of confidence



- Withdrawn or seen as a “loner” — difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self esteem
- Air of detachment — “don’t care” attitude
- Social isolation — does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious

### **Indicators in the parent**

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

### **Indicators of in the family / environment**

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

### **3) Sexual abuse:**

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

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

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

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

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

#### **Indicators in the child**

##### a) Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father.
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

##### b) Emotional/behavioural presentation

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

- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

### **Indicators in parents**

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

### **Indicators in the family/environment**

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

## **4) NEGLECT**

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

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Some of the following signs may be indicators of neglect .

### **Indicators in the child**

#### Physical presentation

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

#### Development

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

#### Emotional/behavioural presentation

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

#### Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed

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

#### Indicators in the family/environment

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

## **Appendix 5: Guidance on Specific Safeguarding issues.**

### **5:1 Further information on a child missing from education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow the school's or college's procedures for unauthorised absence and for dealing with children that 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 their going missing in future.

Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, Female Genital Mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

#### **Schools**

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupils will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

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

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

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

Schools are required to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance. Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and
- the date the pupil is expected to start living there, if applicable; 0 the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from

the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

## **5: 2: Further information on child sexual exploitation**

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

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



### 5.3 Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

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

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

### 5.4 FGM mandatory reporting duty

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.

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

safeguarding procedures.

## **5.5 Forced marriage**

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

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

## **5:6 Further information on preventing radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined

with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the *Counter—Terrorism and Security Act 2015* ("the CTSA 2015"), in the exercise of

their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the **Prevent duty**. Paragraphs 57-76 of the Revised Prevent Duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The statutory “Revised Prevent duty guidance: for England and Wales” (for schools) summarised the requirements on schools in terms of four general themes:

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

## **Channel**

Chadwell staff should understand when it is appropriate to make a referral to the Channel programme. Channel guidance is available at: [Channel guidance](#). E-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an

early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is **entirely voluntary at all stages**. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

## **5.7 Allegations of abuse made against other children and peer on peer abuse**

Severe harm may be caused to children by the abusive and bullying behaviour of other children, which may be of a physical, sexual or emotional nature. We take this abuse as seriously as that perpetrated by an adult. Incidents of bullying, abuse and harmful behaviour or exploitation will not be tolerated and sanctions will be enforced if any member of the school community breaches any of our policies. Our response will be proportionate to the context of each incident but we will involve the police when actions are considered illegal and harmful. Abuse is abuse and will never be tolerated or passed off as "banter" or "part of growing up."

Peer on peer abuse can manifest itself in many ways and will often include harmful sexual behaviour and use of technology and social media, for example, sexting, on-line shaming and trolling.

Those at high risk for being targeted for bullying and abuse by their peers are children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be Lesbian, Gay or Bisexual (LGB). The signs and symptoms of bullying and the procedures for reporting and managing bullying are found in our Bullying Policy.

Young people often do not anticipate the implications of sharing intimate or sexually explicit images or other content online, but the consequences can be devastating. In extreme cases it can result in suicide, isolation, vulnerability. Young people are not always aware that their actions are illegal but can end up with a criminal record. The same signs and symptoms of physical and sexual abuse that pertain to the abuse of children by adults are applicable to the abuse of children by other children (**Appendix 3**).

When any member of staff or volunteer has a suspicion that a child or young person has been sexually abused by another pupil, is likely to be involved in sexually harmful behaviour, or is bullying another child or student, these suspicions must be reported to the designated safeguarding lead. You should use our report form (**Appendix 2**).

## **Youth produced sexual imagery (sexting)**

Creating or sharing explicit images of a child is illegal, even if the person doing it is a child. A young person under the age of 18 is breaking the law if they:

- take an explicit photo or video of themselves or a friend;
- share an explicit image or video of a child, even if it's shared between children of the same age;
- possess, download or store an explicit image or video of a child, even if the child gave permission for it to be created.

As of January 2016, if a young person is found creating or sharing images, the police can choose to record that a crime has been committed but that taking formal action is not in the public interest. Crimes recorded this way are unlikely to appear on future records or 47 checks, unless the young person has been involved in other similar activities which may indicate that they're a risk. We will work collaboratively with the police so that they respond appropriately in cases of youth produced sexual imagery and to record incidents in a way which should not have a long term negative impact on young people.

All incidents involving youth produced sexual imagery will be responded to in line with the school's safeguarding and child protection policy:

- the incident will be referred to the designated safeguarding lead as soon as possible;
- the designated safeguarding lead will hold an initial review meeting with appropriate school staff;
- there will be subsequent interviews with the young people involved (if appropriate).
- parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Recognising and reporting any disclosures of incidents involving youth produced sexual imagery will be covered within staff induction and training.

Any direct disclosure by a young person will be taken very seriously. A young

person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

If a student is disclosing that they have received, sent or shared an illegal image, staff will adhere to the procedures for managing and reporting a disclosure. As part of her/his response, the designated safeguarding lead's response will include:

- carrying out a risk assessment of the pupil or student;
- possible search for, confiscation and safe storage of a mobile device by the headteacher (observed by a member of the safeguarding team) if there is clear evidence to suggest that there is an immediate problem;
- as relevant, blocking the network and isolating the image or, if appropriate, immediate action will be taken to delete or remove images from devices or online services;
- as relevant, making a referral in line with the Redbridge LSCB thresholds and contacting the local police or referring the incident to CEOP;
- putting necessary safeguards and support in place for the child or young person, such as informing parents, providing counselling and advice for child/young person and parents;
- managing the reaction of other students through tutor groups, assemblies, PSHE, Circle Time and visiting speakers;
- if necessary informing another school, college or setting.

**The revised Education Act 2011 gives schools and teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography. Staff also need to have the pin number entry.**

The technical solutions we employ to protect students and staff from abusive use of IT and social media include firewalls, filtering and network monitoring and are listed in our Acceptable Use and IT policies. We take into account Searching and screening and confiscation advice.

**An immediate referral to police and/or children's social care should be made if at this initial stage: the incident involves an adult;**

- there is reason to believe that a young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs);
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the imagery involves sexual acts and any pupil in the imagery is under 13;
- the designated safeguarding lead has reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply then it may be decided to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to a sexting incident without involving the police or children's social care will be made in cases when the designated safeguarding lead is confident that s/he has enough information to assess the risks to pupils involved and the risks can be managed within our pastoral support and disciplinary framework and, if appropriate, local network of support.

The decision will be made by the designated safeguarding lead with input from the headteacher and from other members of staff if appropriate. The decision will be recorded in line with school policy.

The decision will be in line with our child protection procedures and will be based on consideration of the best interests of the young people involved. This should take into account proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

These procedures are based on *Sexting in schools and colleges: responding to incidents and safeguarding young people* which provides further detail on reporting incidents to the police, securing and handing over devices to the police, searching devices, viewing and deleting imagery.

## **Appendix 6: Contacts and useful information**

Child Protection & Assessment Team 020 8708 3885  
CPAT.referrals@redbridge.gov.uk  
Children Missing from Education 020 8708 6047/3838

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

Children with Disabilities Team 020 8708 6092

[CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk)

Children's Services Complaints 020 8708 5174

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

Emergency Duty Team (Out of Hours) 020 8708 5897

Local Authority Designated Officer 020 8708 5350

[GM\\_LADO@redbridge.gov.uk](mailto:GM_LADO@redbridge.gov.uk)

Local Safeguarding Children Board 020 8708 5282

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

### **Weblinks:**

Redbridge LSCB

<http://www.redbridgelscb.org.uk/professionals/worried-about-a-child/>

Department for Education

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

UK Safer internet Centre: appropriate filtering and monitoring

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.disrespectnobody.co.uk](http://www.disrespectnobody.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.internetmatters.org](http://www.internetmatters.org)

[www.childnet.com/cyberbullying—guidance](http://www.childnet.com/cyberbullying—guidance)

[www.pshe—association.org.uk](http://www.pshe—association.org.uk)



<http://educateagainsthate.com/>

[www.gov.uk/government/publications/the—use—of—social—media—for—online—radicalisation](http://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation)

[www.ceop.gov.uk](http://www.ceop.gov.uk)

[www.anti-bullyingalliance.org](http://www.anti-bullyingalliance.org)

[www.childline.org.uk](http://www.childline.org.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)