Safeguarding and Child Protection 2025

(Aligned with Keeping Children Safe in Education September 2025)

Cranbrook Primary School

What is the purpose of the Safeguarding policy?

- Who is the policy for?
- What is Safeguarding?
- Diversity and Inclusion

What is Abuse and how do we address it?

- What staff should do if they have concerns about a child
- Professional Curiosity
- Being ready to talk about abuse
- Hearing disclosures

The process for Redbridge is:

- Request for Safeguarding and Protection
- Request for Service
- Request for Information

Abuse – what are the types of abuse children may be vulnerable to?

- Adverse Childhood Experiences (ACEs)
- Domestic Abuse and Operation Encompass
- Parental Mental Health Problems
- Parental Substance Misuse
- Housing and Poverty and Safeguarding
- Private Fostering
- Honour Based Abuse
- Child Mental Health
- Self-Harm and Suicide
- Preventing radicalisation
- Contextual Safeguarding
- Exploitation - Child Criminal Exploitation (CCE) - Child Sexual Exploitation (CSE)
- Serious Youth Violence
- Child on Child Abuse
- Harmful Sexual Behaviour (HSB):
- Misogyny and Safeguarding
- Children who are lesbian, gay, bi, or trans (LGBT)
- Children with Special Educational Needs and Disabilities
- Racism and Safeguarding - Adultification
- Online Safety - Filtering and Monitoring

The Designated Teacher for Children Looked After (CLA):

CME - Children Who Are Missing and/or Absent From Education

The Designated Safeguarding Lead (DSL)

Responsibilities: Headteacher

Responsibilities: The Governing Body

Training

Early Years

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

- Allegations or concerns about staff
- Low level concerns
- Safer Recruitment
- Disclosure and Barring Service checks
- References

Information and Data Sharing

Visitors to the school

Communication With Parents

The Use of Reasonable Force in Schools

Alternative Provision

Use Of School Or College Premises For Non-School/College Activities

Homestay During Exchange Visits

Remote Learning

APPENDIX 1: STATUTORY FRAMEWORK & GUIDANCE

APPENDIX 2: CONTACTS AND LINKS

APPENDIX 3: LINKED POLICIES AND PROCEDURES

APPENDIX 4: RECORD OF CONCERN

APPENDIX 5: REDBRIDGE SCP MULTI-AGENCY THRESHOLD GUIDANCE

School: Cranbrook Primary School
Headteacher: Cassim Bana

Named personnel with designated responsibility for safeguarding and child protection 2025– 2026	
Designated safeguarding lead	**Kimberly McKoy**
Deputy designated safeguarding leads	**Rachel Kaye**
Safety Team	**Kelly Portbury** **Samantha Patel** **Abdul Muquith** **Beverley Boothe**
Child Protection Officers	**Rhonda Green** **Shazia Zulfikar**
Designated governor / senior board lead for safeguarding & child protection	**Debbie Wiles**
Chair of governors	**Debbie Wiles**
Date of Policy	**September 2025**

What is the purpose of the Safeguarding policy?

This policy is to ensure that the school has correct procedures in place to safeguard all children and that staff know what to do if they are concerned about a child.

Who is the policy for?

This policy is for all school staff; members of staff who are paid, unpaid, permanent,

Cranbrook Primary School have a whole school approach and culture around safeguarding and so this policy applies to all staff (including those not directly employed by this school), volunteers, and governors in this school. Our policy and procedures also apply to extended school and off-site activities.

What is Safeguarding?

Safeguarding and promoting the welfare of children is the whole school's responsibility and is defined as

• protecting children from maltreatment.

• preventing impairment of children's mental and physical health or development.

• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

• taking action to enable all children to have the best outcomes.

We believe:

In providing help and support to meet the needs of children as soon as problems emerge

Children/young people have the right to be protected from harm, abuse, neglect and exploitation - inside or outside the home, including online.

Children/young people have the right to experience their optimum mental and physical health

Every child has the right to an education and children/young people need to be safe and to feel safe in school

Children/young people need support that matches their individual needs, including those who may have experienced abuse

Children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs

Our children/young people should be encouraged to respect each other's values and support each other

Children/young people have the right to be supported to meet their emotional, social and mental health needs as well as their educational needs. Our school will ensure clear systems and processes are in place to enable identification of these needs.

Diversity and Inclusion

Our school will not unlawfully discriminate against pupils because of their protected characteristics, and consider how to support pupils with protected characteristics, and take positive action, where proportionate, to deal with the disadvantages these pupils face.

Our school will contribute to the prevention of abuse, risk/involvement in serious violent crime, victimisation, bullying (including, racist, misogynistic, homophobic, BI phobic, transphobic and cyber bullying), exploitation, extreme behaviours, discriminatory views. Guidance for schools on the Equality Act 2010

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

What is Abuse?

Abuse as defined by Keeping Children Safe in Education is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

What staff should do if they have concerns about a child

CONCERNS ABOUT A CHILD:

If staff have any concerns about a child's welfare, because of something you have heard or seen, or a child makes a disclosure to you, it should be acted on immediately, using the following policy and procedures and you must always seek advice from the designated safeguarding lead. All concerns, discussion and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead or deputy.

Professional Curiosity

Professional curiosity is an important aspect of safeguarding. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of children who may need help or protection.

Professional curiosity involves trying to understand what is happening for a child and family by proactively exploring a situation, by asking questions and maintaining an open mind, rather than making assumptions or taking a single source of information and accepting it at face value and fully explore potential concerns related to the well-being of children and young people.

Early Identification: By being curious and proactive, staff can identify signs of abuse, exploitation, or neglect early on. This allows for timely intervention and support. Practitioners gain a broader understanding of what's happening within families, considering various factors that may impact a child's safety and well-being. Professional curiosity helps assess potential risks comprehensively, ensuring that less obvious indicators of vulnerability or harm are not overlooked

Being ready to talk about abuse

Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

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

Hearing disclosures

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

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

If a child discloses that he or she has been abused in some way, the member of staff or volunteer follows these ideas from the NSPCC:

Show you care, help them open up

Give your full attention to the child or young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today' help.
Take your time, slow down

Respect pauses and don't interrupt the child – let them go at their own pace. Recognise and respond to their body language. And remember that it may take several conversations for them to share what's happened to them.
Show you understand, reflect back

Make it clear you're interested in what the child is telling you. Reflect what they've said to check your understanding – and use their language to show it's their experience.

Record on electronic recording system CPOMs then speak to the Designated Safeguarding Lead (DSL) or Deputy DSL and in case of emergency phone police on 999.

If any staff member has concerns about a child's welfare or if a child makes a disclosure, it is essential to act immediately in accordance with our school's safeguarding policy and procedures. You must always seek guidance from the designated safeguarding lead (DSL).

At Cranbrook, we are a "Listening School" and a "Telling School." This means we provide an environment where children feel heard and supported. We have trusted adults throughout the school whom children can approach if they need help or support. Children also have access to "Talk Boxes," which are checked three times a day, offering them a confidential way to share concerns. In addition, we use the Zones of Regulation to help children manage their emotions and communicate their needs effectively.

All concerns, discussions, and decisions made, as well as the reasons for those decisions, must be recorded in writing. If there is any uncertainty about recording require ments, staff should seek advice from the designated safeguarding lead or their deputy.When a child has made a disclosure, or when an individual has concerns about a child's welfare our school protocols and systems require the member of staff/volunteer to:

• make brief notes immediately after the conversation.

• make a complete and formal record as soon as possible afterwards. Use the school record of concern sheet (which should be included as an appendix to this policy) or upload on the school's digital record.

• not destroy the original notes in case they are needed by a court.

• record the dates and times of your observations.

• record the date, time, place and any noticeable non-verbal behaviour and the actual words used by the child or any discussions you were involved in.

• record explanations given by the child / adult.

• draw a diagram to indicate the position of any injuries.

• record statements and observations rather than interpretations or assumptions.

• sign and date the record

• Report and submit records to the designated safeguarding lead immediately.

The designated safeguarding lead maintains case files for pupils where there are concerns, with an overview chronology and a record of all communications and actions and ensure that all safeguarding records are managed appropriately.

Options will then include:

• The DSL managing any support for the child through our own pastoral support processes.

• an early help assessment; or

• a referral for statutory services, for examples as the child might be in need, is in need or suffering or likely to suffer harm.

Staff provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm. Early information sharing is vital for effective identification,

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

• failing to act on and refer the early signs of abuse and neglect.

• poor record keeping.

• failing to listen to the views of the child.

• failing to re-assess concerns when situations do not improve.

• not sharing information.

• sharing information too slowly; and

• a lack of challenge to those who appear not to be taking appropriate action.

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

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

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. All staff have awareness of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role that they might be expected to play in such assessments.

The process for Redbridge is:

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

020 8708 3885 from 9.00am to 5.00pm

020 8708 5897 (after 5.00pm, weekends and Public Holidays)

The Emergency Duty Team are available if there is an emergency. An emergency is anything that cannot wait until the next day.

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

You may complete and submit an Online Multi Agency Referral form using the following link Redbridge - Professionals working with children and young people

Before making a referral, you should tell the parent or carer and get consent from them.

You can make a referral without consent if it's a child protection concern, for urgent safeguarding concerns, professionals must telephone the MASH Team.

You have a responsibility to refer a child to Children's Social Care under section 11 of the Children Act 2004 if you believe or suspect that the child:

• Has suffered significant harm

• Is likely to suffer significant harm

• Has a disability, developmental and welfare needs which are likely only to be met through the family support services (with the agreement of the child's parent) under the Children Act 1989

• Is a child in need whose development would be likely to be impaired without the provision of services

Professionals working with children and young people should select the option from the form following:

Request for Safeguarding and Protection

If you believe a child is at immediate risk of harm, please contact the Police on 999 without delay. For urgent safeguarding concerns, professionals must telephone the MASH Team and submit a Request for Safeguarding and Protection

Request for Service

If you are a professional and wish to make a safeguarding referral for a child or a family, you must complete Request for Service

Request for Information

If you are a professional or local authority requesting information from Redbridge Children's social care, you need to complete the request for information form.

Please ensure you confirm the legal basis for the request or upload signed consent from the parent(s) carer(s).

If the child is already known to Children's Social Care, contact the allocated Social Worker or Family Support Worker direct with your concerns rather than using a MARF.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from early help, but all school and college staff are alert to the potential need for early help for a child who:

• is disabled or has certain health conditions and has specific additional needs

• has special educational needs (whether they have a statutory Education, Health and Care plan or not)

• has a mental health need

• is a young carer

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

• is frequently missing/goes missing from education, home or care, has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.

• is at risk of modern slavery, trafficking, sexual and/or criminal exploitation

• is at risk of being radicalised or exploited

• has a parent or carer in custody, or is affected by parental offending

• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse

• is misusing alcohol and other drugs themselves

• is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

• is a privately fostered child.

Abuse – what are the types of abuse children may be vulnerable to?

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, whether the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. Under the Crime and policing Bill 2025 there is a proposal for the mandatory reporting of CSA.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may involve a parent or carer failing to: provide adequate food, clothing and

shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Adverse Childhood Experiences (ACEs)

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

Domestic Abuse

The Domestic Abuse Act 2021 introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children. Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, wellbeing, development, and ability to learn." More information can be found at: Operation Encompass , National Domestic Abuse Helpline and SafeLives.

Operation Encompass

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

Parental Mental Health Problems

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

Parental Substance Misuse

Parents' dependent on alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development and their safety. The impacts on children include: physical maltreatment and neglect, poor physical and mental health, development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use, poor school attendance due to inappropriate caring responsibilities, low educational attainment, involvement in anti-social or criminal behaviour. For Public Health information on parental substance misuse click here NACOA can also be a useful link for children and young people.

Housing and Poverty and Safeguarding

The Cost-of-Living crisis is having a huge impact on children's education and wellbeing, as the numbers for adverse childhood experiences (ACEs) are increasing, the challenges that children and young people are facing become more intense than ever. 4.2 million children are living in poverty. (Poverty in the UK, 2023) More than 1-in-7 parents said their child(ren) had to share a bed because they can't afford another bed. (Barnardo's, 2023) Poverty can be a factor in children being at risk of harm due to the stresses it creates in families and the limitations it places on choice, even though it is not a safeguarding matter in itself. It can lead to safeguarding concerns.

UK Poverty 2025: The essential guide to understanding poverty in the UK

Private Fostering

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

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

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

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

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

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

• Unaccompanied asylum seeking and refugee children/young people

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

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

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

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

Honour Based Abuse

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

Child Mental Health

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

Education staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and speaking to the designated safeguarding lead or a deputy. More information can be found using the following links: YoungMinds, Anna Freud Mentally Healthy Schools

Self-Harm and Suicide

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

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

Preventing radicalisation

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

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

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

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

If you need guidance or support around the prevent duty to contact the Prevent team at prevent@redbridge.gov.uk and if you think someone is at risk of radicalisation to complete the National Referral Form (NRF) and Formal Prevent training is recommended for all staff at least every two years.

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

Contextual Safeguarding

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

Exploitation

Child Criminal Exploitation (CCE)

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

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a

sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

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

Child Sexual Exploitation (CSE)

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

Indicators of CSE may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Serious Youth Violence

Risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such

as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Child on Child Abuse

Children can abuse other children; it can happen both inside and outside of school or college and online. Even if there are no reports in their schools or colleges it does not mean it is not happening; it may be the case that it is just not being reported. Abuse that occurs online or outside of the school or college should not be downplayed and is treated equally seriously. Child on child abuse is most likely to include, but may not be limited to:

bullying (including cyberbullying, prejudice-based and discriminatory bullying)

abuse in intimate personal relationships between peers.

verbal abuse such as: name calling, insulting, threatening violence, swearing, yelling, screaming

emotional abuse such as withholding support/guidance, ignoring boundaries, demeaning or belittling, ignoring, isolating, humiliating

exploitation such as a power imbalance between peers that leads to one peer benefiting from financial gain, labour or personal advantage

physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

Child on child abuse is harmful to both the victim and perpetrator for more information; Department for Education (DfE) (2017) Preventing bullying

Harmful Sexual Behaviour (HSB):

Definition of Harmful Sexual Behaviour (HSB): An umbrella term that refers to problematic, abusive and violent sexual behaviour which is considered developmentally inappropriate, and which is harmful or abusive, these behaviours are seen on a continuum. Hackett et al. (2016) define HSB as "sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult".

• This definition captures a range of behaviours, both offline and online, such as sexualised, gendered or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape.

• The age and stage of the children involved is a critical factor when considering the harm of the sexual behaviour.

Child on Child Abuse - Sexual Violence, Sexual Harassment (forms of Harmful Sexual Behaviour)

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

Definition of Sexual Violence: When referring to sexual violence this is sexual violence offences under the Sexual Offences Act 2003.

Definition of Sexual Harassment: Sexual harassment 'unwanted conduct of a sexual nature' that can occur online and offline, both inside and outside of school or college. Sexual harassment can include:

• sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.

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

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

• non-consensual sharing of sexual images and videos.

• sexualised online bullying

• unwanted sexual comments and messages, including, on social media; and

• sexual exploitation; coercion and threats.

The NSPCC have a HSB framework, Brook Traffic Light Tool and Lucy Faithful Foundation.

For young people concerned about their own sexual thoughts and behaviours - |https://shorespace.org.uk/

Misogyny and Safeguarding

Concerns are increasing around the impact of online influencers that promote misogynistic rhetoric. This content can be permissive of: discriminatory behaviours and attitudes (including racist, antisemitic, homophobic, transphobic, and misogynistic attitudes); sexual harassment and abuse; abuse in relationships; and victim-blaming

narratives. Women and girls in particular are put at risk by narratives that normalise sexual harassment and abuse, promote unhealthy relationship behaviours and victim blaming. Toxic masculinity is also harmful and restrictive to boys and men. Promoted stereotypes contribute to existing narratives that restrict and undermine help-seeking – especially in relation to mental health and emotional wellbeing. The PSHE Association have resources to help address this in schools Addressing misogyny, toxic masculinity and social media influence in PSHE education (pshe-association.org.uk)

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

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

The sharing of homophobic and transphobic content by some influencers can inform behaviour and attitudes towards LGBT+ young people in schools. Some online spaces even direct young people towards other harmful content, including content that promotes self-harm and suicide.

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

bullying. Schools refer to Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

http://elop.org/

Gendered Intelligence

Children with Special Educational Needs and Disabilities

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

• assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

• being more prone to peer group isolation than other children.

• the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

• communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the school considers extra pastoral support for children with SEND, along with ensuring any appropriate support for communication is in place. Further information can be found:

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

And from specialist organisations such as: • (councilfordisabledchildren.org.uk)

Racism and Safeguarding

Many children and young people who come from Black, Asian and minoritised ethnic communities experience racism, bias, stereotyping or cultural misunderstanding as they grow up. It might happen at an individual, institutional or societal level and might

be displayed consciously or unconsciously. This can result in some children being more likely to come to the attention of child protection services, while other children are less likely to receive effective support. Here is a link to Anna Freud's Anti Racism Template for schools.

Adultification

Adultification is a form of bias where children from Black, Asian and minoritised ethnic communities are perceived as being more 'streetwise', more 'grown up', less innocent and less vulnerable than other children. Adultification reduces professional and organisational responsibility to safeguard and protect children yet increases a responsibility of children to safeguard themselves. Adultification bias is a breach of child safeguarding legislation and guidance.

Online Safety

The use of technology is often a significant factor of many safeguarding issues such as child sexual exploitation, child on child abuse and radicalisation. Technology, and risks and harms related to it evolve and change rapidly.

An effective approach to online safety supports the protection of the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. Children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. Online safety training, is integrated, aligned, and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning. Teaching Online Safety in Schools 2019

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

AI poses safeguarding challenges these are some of the areas that the school are aware of: Exposure to inappropriate content, AI-Generated child sexual abuse material

(CSAM), online grooming, AI Companion Chatbots, cyberbullying and harassment and data exploitation.

Online Safety Policy

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

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

Education for a connected world

IWF provides up to date information on web safety.

Generative Artificial Intelligence in Education

Filtering and Monitoring

The school have ensured that appropriate filtering and monitoring systems are in place on all schools' devices. Policies and procedures and the expectations around filtering and monitoring which blocks harmful and inappropriate content without unreasonably impacting teaching and learning are in place.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, the school are committed to doing all that they reasonably can to limit children's exposure to the above risks from the IT system.

The Governing body ensure that all staff undergo safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to

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

Generative AI: product safety expectations. This guidance on generative artificial intelligence (AI) explains how filtering and monitoring requirements apply to the use of generative AI in education and supports schools to use generative AI safely.

Additional guidance on filtering and monitoring can be found at: UK Safer Internet Centre.

The Designated Teacher for Children Looked After (CLA):

Kimberly McKoy- safeguarding@cranbrookprimary.redbridge.sch.uk

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

• Work with the Virtual School to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.

• Work with the Virtual School headteacher to promote the educational achievement of previously children looked after.

• In non-maintained schools and colleges, an appropriately trained teacher should take the lead.

As of September 2024, the role of Virtual School Head includes a non-statutory responsibility to promote the educational achievement of all children in kinship care. Keeping Children Safe in Education 2025 (DfE, 2025).

Statutory guidance on Promoting the education of children looked-after and previously children looked-after contains further information on the roles and responsibilities of virtual school head.

CME - Children Who Are Missing and/or Absent From Education

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

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

Schools must monitor pupils' attendance through their daily attendance register. Schools should agree with their local authority the intervals at which they will make a return to the local authority (an 'attendance return18') with the details of any pupil of compulsory school age who has failed to attend regularly (excluding where they were out of school and attending an approved educational activity covered by codes D, K, V or B), or has been absent for a continuous period of ten school days where their absence had been recorded with one or more of the codes statistically classified as unauthorised (G, N, O and/or U).

The school (regardless of designation) must also notify the local authority of any pupil/student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments. The updated guidance makes clear that the DfE's

Working Together to Improve School Attendance is now statutory guidance for children who are absent from education.

Local guidance for CME.

Safeguarding Procedures – CUBE (Cranbrook Behaviour Centre)

Aligned with Keeping Children Safe in Education (KCSIE) 2025

Context of the CUBE Provision

The CUBE is an Additional Resource Provision located at Cranbrook Primary School supporting pupils from mainstream schools across the local authority who present Social, Emotional and Mental Health (SEMH) needs.

The provision provides short-term intervention placements designed to support pupils with emotional regulation, behaviour support and reintegration into their mainstream school.

Pupils attending CUBE remain on roll at their mainstream school throughout their placement. Statutory safeguarding responsibility therefore remains with the pupil's mainstream school and their Designated Safeguarding Lead (DSL).

CUBE supports safeguarding through clear communication, recording of concerns and working in partnership with mainstream DSLs and external professionals.

Safeguarding Leadership and Responsibilities

Safeguarding within the CUBE provision is led by Samantha, CUBE Manager, who holds day-to-day safeguarding oversight of the provision.

Samantha ensures safeguarding concerns arising within CUBE are identified, recorded and shared promptly with the pupil's mainstream DSL.

Samantha liaises with Kimberly, DSL at Cranbrook Primary School, for safeguarding quality assurance purposes. They work in partnership to ensure safeguarding procedures remain consistent and aligned with statutory guidance.

Samantha also works directly with DSLs from pupils' mainstream schools where required to ensure safeguarding concerns are communicated effectively and addressed appropriately.

Safeguarding Training

Safeguarding training levels within the CUBE provision are as follows:

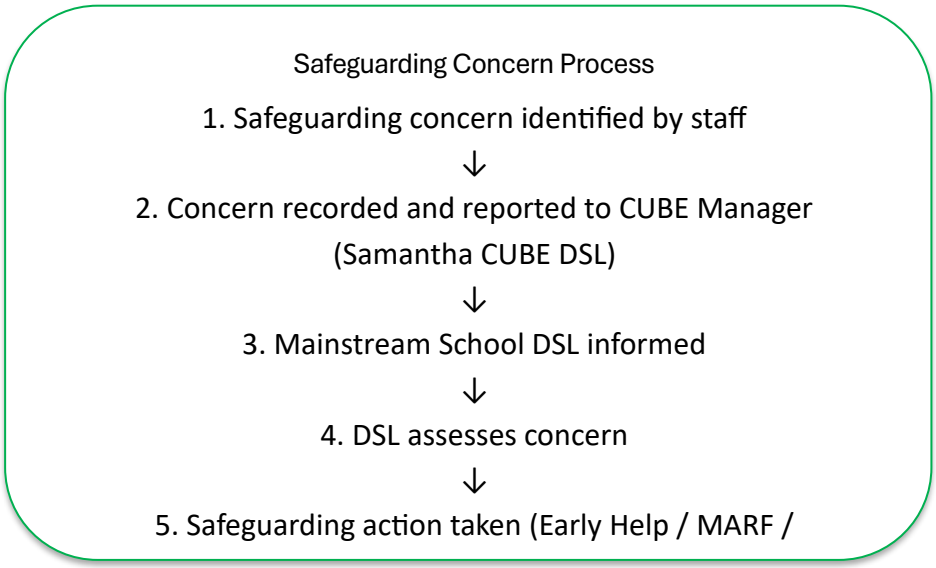
- Samantha – CUBE Manager: Level 3 Safeguarding Trained CUBE DSL
- Teachers: Level 1 Safeguarding Trained
- Support Staff: Level 1 Safeguarding Trained

All staff understand that safeguarding is everyone's responsibility and maintain an 'it could happen here' mindset in line with Keeping Children Safe in Education (2025).

Recording Safeguarding Concerns
If a safeguarding concern arises within the CUBE provision:

1. Staff record the concern immediately.
2. The concern is shared with the CUBE Manager (Samantha).
3. The mainstream school DSL is informed without delay.

Records may include disclosures from pupils, behavioural incidents, welfare concerns, contextual safeguarding information and staff observations. This information supports the mainstream DSL in assessing risk and determining safeguarding actions.



Looked After Children (LAC)
Some pupils attending CUBE may be Looked After Children (LAC).

Safeguarding responsibility remains with the pupil's mainstream school DSL and the Designated Teacher for Looked After Children.

The CUBE Manager may attend Personal Education Plan (PEP) meetings where appropriate. Kimberly, DSL at Cranbrook Primary School, may also attend alongside Samantha where safeguarding information from the provision needs to be shared.

Safeguarding concerns relating to LAC pupils are shared immediately with the mainstream DSL and the child's social worker.

Multi-Agency Working
The CUBE provision works collaboratively with external professionals including social workers, Early Help practitioners, educational psychologists, behaviour support services and local authority safeguarding teams.

This partnership approach ensures safeguarding concerns are addressed promptly and pupils receive coordinated support.

Safeguarding Culture
Safeguarding is embedded within daily practice in the CUBE provision.

Staff remain vigilant to signs of vulnerability, build positive relationships with pupils and report concerns promptly. Information is shared appropriately with safeguarding professionals to ensure pupil safety remains the highest priority.

The Designated Safeguarding Lead (DSL)

The school's Designated Safeguarding Lead (DSL) is a senior leader with overall responsibility for safeguarding and child protection, including online safety (including filtering and monitoring processes).

The DSL may be supported by trained deputies, but the lead responsibility remains with the DSL and cannot be delegated.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Kimberly McKoy- safeguarding@cranbrookprimary.redbridge.sch.uk

When the DSL is absent, the [deputy] –

Rachel Kaye- safeguarding@cranbrookprimary.redbridge.sch.uk

If the DSL and [deputy] are not available, **Cassim Bana, Headteacher cbana@cranbrookprimary.redbridge.sch.uk** will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL and deputies must have up-to-date safeguarding training, refreshed at least every two years

The DSL will be given the time, funding, training, resources and support to:	
Safeguarding Culture:	o Safeguarding Culture: Promotes an environment where children's wellbeing is prioritised, staff remain alert to potential concerns, and children's voices are heard and taken seriously. o Have a good understanding of sexual abuse, harmful sexual behaviour o Have a good understanding of the filtering and monitoring systems and processes in place and be responsible for safeguarding concerns that arise o Keep the headteacher informed of any issues o Make sure that staff have appropriate Prevent training and induction o Promotes constructive engagement with parents/carers to support children's welfare. o Works closely with the Headteacher, Designated Mental Health Lead, SENCO, and other relevant staff to address safeguarding and welfare concerns holistically. o *Keeps informed of local and national policy and best practices*

Managing Referrals	o Provides help and support to meet the needs of children as soon as problems emerge o Take part in strategy discussions and inter-agency meetings and/or support other staff to do so o Contribute to the assessment of children
Promoting Educational Outcomes	o Monitors the welfare and academic progress of vulnerable children, including those with social workers, to promote high aspirations and achievement.
Multi-Agency Working	o Be confident that they know what local specialist support is available to support all children involved (including those who have been harmed and those alleged to have harmed) in sexual violence and sexual harassment, and be confident as to how to access this support o Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly o Liaise with local authority case managers and designated officers (LADO) for child protection concerns as appropriate o Be aware that children must have an 'appropriate adult' to support and help them in the case of police investigation or search

	o Liaise with safeguarding partners, including social care, health services, and the police, to coordinate support for children. o Strengthening the voice of the child from an educational perspective
Raising Awareness	o Provide advice and support to other staff on child welfare and child protection matters o Keeps abreast of emerging safeguarding issues and updates training materials accordingly.

The full responsibilities of the DSL and deputy are set out in their job description and in KCSiE 2025.

Responsibilities: Headteacher

Area of Responsibility	**Headteacher's Responsibilities**
Policy Implementation & Oversight	Ensure safeguarding policies and procedures adopted by the governing body are fully implemented. Allocate sufficient resources and time for staff to carry out safeguarding responsibilities.
Staff Understanding & Compliance	Ensure all staff read *Keeping Children Safe in Education (2025)*: Part One, and Annex A which is mandatory. Part Five should also be considered for all staff – to ensure awareness of safeguarding themes around child on child, HSB

	Ensure mechanisms are in place to support staff in understanding and implementing their safeguarding roles.
Regular Safeguarding Report	In collaboration with the DSL, prepare and present regular safeguarding reports to the governing body to review effectiveness and support policy review. Thus enabling them to monitor compliance and identify emerging themes, areas for improvement and reviews.
Safeguarding Audits & Feedback	Conduct periodic audits of child protection files with the DSL and external auditors. Gather feedback from pupils, parents, carers, and staff through surveys/questionnaires.
Monitoring the DSL	Quality assures the performance and effectiveness of the Designated Safeguarding Lead in all aspects of their role as specified in KCSIE 2025.
Early Years Provision	Ensure Early Years provision meets safeguarding requirements as per the *Statutory Framework for the EYFS*. Refer to Ofsted and relevant inspection handbooks for self-evaluation.
Staff Training & Induction	Publish DSL contact details. Ensure new staff (including ECTs and temps, agency and

	volunteers) receive safeguarding training and read required documents. Provide ongoing and annual safeguarding training for all staff. Maintain records of training and induction.
Managing Allegations	Act as the referral point for any safeguarding concerns or allegations involving staff (including supply and volunteers). If sole proprietor of an independent school, report concerns to LADO. Please see the section on Safer Recruitment.
RSE and Health Education	Ensure the delivery of statutory Relationships Education (primary), Relationships and Sex Education (secondary), and Health Education (all state schools) in line with DfE guidance. For colleges, ensure safeguarding topics, including those in the RSE and Health Education guidance, are addressed in tutorials or equivalent sessions.
Curriculum Planning and Safeguarding Links	Ensure safeguarding issues such as child-on-child abuse, sexual harassment, extra-familial harm, and online safety are addressed within the curriculum in an age-appropriate way.
Online Safety and Digital Literacy	Recognise the significant role of the online world in pupils' lives.

	Ensure the curriculum helps students distinguish between safe and harmful online content and develop decision-making skills related to online activity. Plan curriculum delivery with awareness that for many young people, the line between online and offline life is blurred. Address risks pupils may face online in ways that resonate with their lived experiences.

The following resources may help schools and colleges:

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

Responsibilities: The Governing Body

Governing bodies and proprietors have a strategic leadership responsibility for their school or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and always comply with the law.

Headteachers and principals should ensure that the policies and procedures, adopted by their governing bodies and proprietors (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by all staff.

Governing bodies and proprietors ensure:

- Appropriate policies and procedures are in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare as outline in KCSiE part 2
- There is a whole school or college approach to safeguarding. This means ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- There are robust mechanisms for safeguarding complaints from parents to be handled and procedures in place for student feedback.
- There is a Safeguarding Governor or trustee to take leadership responsibility for their school or trust's safeguarding arrangements. The Nominated Governor is responsible for liaising with the Head Teacher/Principal and DSL over significant safeguarding matters, and how safeguarding is being managed within the school. The governor role is strategic rather than operational – they will not be involved in concerns about individual pupils/students. This governor will receive safeguarding training relevant to the governance role, and this will be updated every two years. The Nominated Governor will liaise with the Head Teacher/Principal and the DSL to produce a report at least annually for governors

The Governors are aware of obligations in accordance with the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty, government guidance and local multi-agency safeguarding arrangements.

Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at GOV.UK.

Policies

The Governors will ensure:

- An effective safeguarding and child protection policy is in place and shared on the website. This policy is reviewed annually. In addition, the governing body should ensure that all policies relating to safeguarding are refreshed in line with changes in legislation.
- There is a staff behaviour policy or code of conduct that includes, amongst other expectations, acceptable use of technologies, staff/pupil relationships and communications including staff use of social media. This policy should cover how schools and colleges will manage incidents of sexual harassment between children and young people via mobile or smart technology.
- Appropriate safeguarding responses are in place to support children who become absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

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

Training

Governing bodies and proprietors should ensure that:

- All governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Staff (including new staff, agency staff, and interim appointments) receive regular updated safeguarding training. This should include online safety. In addition to this annual training, all staff will receive regular safeguarding and child protection training and updates (for example, via email, e-bulletins, staff meetings) throughout the school year, to provide them with relevant skills and knowledge to safeguard children effectively. All staff should read at least Part one, Part five and Annex A of Keeping Children Safe in Education (2025)
- Children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities (SEND).
- Procedures in place are in place as described in KCSiE, to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members (including supply staff, volunteers, and contractors). 'Low-level' concerns should be addressed as set out in KCSiE.

Early Years

The headteacher will also ensure that provision for the early years meets the specific safeguarding requirements described in the Statutory Framework for the Early Years Foundation Stage including the updated safeguarding reforms. Ofsted inspectors will always report on whether arrangements for safeguarding children and learners are effective. In our school in relation to self-evaluation of safeguarding we will take

account of Inspecting Safeguarding in Early Years, Education and Skills Settings and the School Inspection Handbook.

https://www.gov.uk/government/collections/ofsted-handbooks-and-frameworks

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

• publish the names and contact details for the designated safeguarding lead/s and any deputy designated safeguarding leads.

• as part of the induction programme for all new members of staff, including newly qualified teachers, provide safeguarding and child protection training. Staff new to the school, like their established colleagues, will be expected to read and understand Keeping Children Safe in Education (2025) Part One and be familiar with our safeguarding and child protection policy, the behaviour policy, the staff code of conduct and be familiar with the safeguarding response to children absent from Education. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection and safeguarding training, commensurate with their roles, before being deployed.

• provide all staff with appropriate safeguarding and child protection training which is updated regularly. In addition, all staff will receive safeguarding and child protection updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. School leaders will keep a record of staff induction and training.

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

• Where a head teacher is also the sole proprietor of an independent school it is now mandatory to report to the LADO.

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

Allegations or concerns about staff

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff and volunteers in schools to abuse pupils/students either deliberately or because of poor practice and working arrangements. In our school we also recognise that concerns may be apparent before an allegation is made. All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately if a professional is alleged to have:

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

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

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

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

These procedures should also be followed if a professional or volunteer has:

• Behaved in a way in their personal life that raises safeguarding concerns. These concerns do not have to directly relate to a child but could, for example, include arrest for possession of a weapon;

• As a parent or carer, has become subject to child protection procedures;

• Is closely associated with someone in their personal lives (e.g. partner, member of the family or other household member) who may present a risk of harm to child/ren for whom the member of staff is responsible in their employment/volunteering.

The provision as set out in part 4 of KCSIE should apply to anyone working in the school who has behaved, or may have behaved, in a way that indicates they may not be suitable to work with children. All staff, including staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know what they need to do if they are concerned.

Allegations or concerns about staff, colleagues and visitors (recognising that schools hold the responsibility to fully explore concerns about supply staff) must be reported directly to the Head Teacher/Principal. The Head Teacher/Principal will then liaise with the Local Authority Designated Officer (LADO), who will agree the next steps with the referrer.

If the concern relates to the Headteacher/Principal, or the sole proprietor of the setting, it must be reported immediately to the Chair of the Governing Body/Trustees. They will then liaise with the LADO, who will agree the next steps with the referrer.

Throughout all LADO processes, it is also important that HR advice is sought as well, so that internal disciplinary processes can be considered alongside any safeguarding action taken.

We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the DSL or Headteacher. While some immediate fact-finding action can be undertaken into an allegation (i.e., getting an account from the complainant/whistleblower, reviewing CCTV footage, checking school records for any incident reports), no investigation should be completed before consulting with the LADO. For further information on the LADO procedures and what happens once a referral is made, please see Chapter 7 of the London Child Protection Procedures CP7. Allegations Against Staff or Volunteers (People in Positions of Trust),

who Work with Children. And the Redbridge policy Managing Allegations Against Staff – Redbridge Safeguarding Children Partnership

All staff should be aware that if a staff member resigns before an investigation can be completed then all processes should still be followed and the investigation will continue. This will allow for consideration to be given as to whether a referral needs to be made to the TRA or DBS if the allegations are substantiated. The school should also not agree to any settlement agreement in an open LADO matter, which would prevent them from disclosing relevant information in reference requests or to the TRA or DBS.

Redbridge LADO - Helen Curtis, 020 8708 5350

lado@redbridge.gov.uk

Whistle Blowing policy.

Low level concerns

Schools and colleges should ensure that they have a policy for managing low level concerns. This should include a procedure on how to confidentially share low level concerns which may help identify a pattern or be part of identifying a bigger picture. This policy should be clear, and easy to understand and implement. Whether all low-level concerns are shared initially with the DSL (or a nominated person such as a values guardian/safeguarding champion), or with the headteacher is a matter for the school or college to decide. If the former, then the DSL should inform the headteacher of all the low-level concerns and in a timely fashion, according to the nature of each low-level concern. The headteacher should be the ultimate decision maker in respect of all low-level concerns. It is, however, recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools/colleges, the headteacher may wish to consult with the DSL and take a more collaborative decision-making approach. Low-level concerns which are shared about supply staff and

contractors should be reported to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff is a low-level concern or whether it meets the harm threshold, they should consult with their LADO.

Safer Recruitment

The headteacher, alongside the governing body, have a duty to follow safer recruitment practices to try to prevent people who pose a risk of harm from working with children. When hiring new employees (i.e. all new staff, governors and relevant volunteers) schools should follow safer recruitment guidance, and ensure that the following steps have been taken:

• obtaining professional and character references

• verifying candidates' identity and academic or vocational qualifications

• checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,

• UK Right to Work

• clear enhanced DBS check

• any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

• as part of the shortlisting process schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview. Shortlisted candidates should be informed that online searches may be done as part of due diligence checks.

In accordance with safer recruitment guidance, the school will ensure that at least one of the people on the interview panel has completed safer recruitment training and is fully aware of the current guidance around checks that are to be completed. There is also refresher training for those who have taken the safer recruitment training in the last 3 years.

Evidence of these checks must be recorded on the Single Central Record. LBR would recommend a Local Authority SCR Audit every 2 years.

For more information contact schoolshr@redbridge.gov.uk

The school should remedy any deficiencies or weaknesses identified in their safer recruitment procedures without delay.

In addition to ensuring that their own processes are fully compliant, the school should also ensure that any organisation, such an Alternative Provision, that they might be putting in place for a child, have undertaken appropriate checks on their staff as well.

Disclosure and Barring Service checks

A relevant DBS check should be completed on any individual who is engaging in a regulated activity. All London Borough of Redbridge schools must ensure that staff DBS certificates are then renewed ideally at 3 years but no longer than 5 years where an update service is not being applied. For more information, please contact Redbridge Education HR service.

Schools should also do overseas police checks on individuals who have lived or worked outside the UK. Guidance on how to do this can be found at Criminal records checks for overseas applicants - GOV.UK'

References

LBR have now made it mandatory for all Redbridge schools to request a minimum of two references from new staff, one of which must be from their most recent employer.

All references must be either written or reviewed by headteacher, or someone with delegated authority. The person completing the reference must have full knowledge of any disciplinary, or safeguarding concerns about all staff. Other acceptable references are academic references or character references where a candidate has no work experience. Please check with the LBR Schools HR Team for a list of appropriate referees.

Information and Data Sharing

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

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

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

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

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

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

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

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

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who must make decisions about sharing information. This advice includes the seven golden rules for sharing information which include Data Protection considerations. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or deputy.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

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

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your data protection lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone be clear of the basis upon which you are doing so. Where you do not have consent be mindful that an individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely. Seek advice on digital secure sharing from your designated Data Protection Lead.

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

Visitors to the school

The school will ensure that pupils, parents and visitors to the school are clearly and visually informed of the name of the designated safeguarding lead and deputy.

Visitors will be made aware of their safeguarding duties while in school and how to report safeguarding concerns.

Communication With Parents

Schools and colleges are likely to be in regular contact with parents and carers and make parents aware of the school's statutory role in safeguarding and promoting the welfare of students, including the duty to refer students on, where necessary, by making all policies available on the website and on request.

Cranbrook Primary school will:

• Work with parents to support the needs of their child.

• Consider the safety of the student and, should a concern arise, the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents.

• Aim to help parents understand that the school has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.

• Ensure a robust complaints system is in place to deal with issues raised by parents and carers. Make it clear to parents that complaints against the school must be dealt with initially by the school.

• Provide advice and signpost parents and carers to other services where students need extra support.

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

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

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

• leading to an unreasonable delay.

• leading to the loss of evidential material.

• placing a member of staff from any agency at risk.

The Use of Reasonable Force in Schools

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children and young people. This can range from guiding a child or young person to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child or young person needs to be restrained to prevent violence or injury.

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

Government advice for 'Use of Reasonable Force in Schools' is available here.

Alternative Provision

The cohort of pupils in Alternative Provision often have complex needs, it is important that these settings are aware of the additional risk of harm that their pupils may be vulnerable to. Where a school places a pupil with an alternative provision provider, it

continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

• Alternative provision - DfE Statutory Guidance; and Education for children with health needs who cannot attend school - DfE Statutory Guidance

Schools are responsible for students they place in Alternative Provision so will gain written confirmation from the alternative provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk, have records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend and regularly review any alternative provision placements to make sure the placement continues to be safe and meets the child's needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.

Use Of School Or College Premises For Non-School/College Activities

Where the school building premises or facilities is hired or rented out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) the school ensure that appropriate arrangements are in place to keep children safe. Ensuring that the organisation have a safeguarding policy and clear procedures are in place for safeguarding children and vulnerable adults.

Homestay During Exchange Visits

Schools often plan for children to take part in exchange visits, either to other parts of the UK or abroad. Exchanges can benefit learning across a range of subjects. Foreign visits can enrich the languages curriculum and provide exciting opportunities for pupils to develop their confidence and expertise in the use of other languages. Schools have a duty to safeguard and promote children's welfare. This extends to considering their safety and how best to minimise risk of harm to those children during any exchange

visit arranged by the school and when organising for the care and accommodation of a child with a host family (known as homestays) as part of the exchange

Annex D of Keeping Children Safe in Education: Host families – homestay during exchange visits

Remote Learning

Where children are being asked to learn online at home – here is some advice to support schools and colleges do so safely: Safeguarding in schools colleges and other providers and safeguarding and remote education.

The NSPCC also provide helpful advice:

• NSPCC Learning - Undertaking remote teaching safely during school closures

APPENDIX 1: STATUTORY FRAMEWORK & GUIDANCE

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

The Children Act 1989

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

London Safeguarding Children Procedures and Practice Guidance

Working together to safeguard children

Children and Social Work Act 2017

Keeping Children Safe in Education (DfE 2025)

Mandatory reporting of female genital mutilation procedural information.

Mental Health & Behaviour in Schools

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

Data Protection Act (2018)

Children and Families Act 2014

Protecting Children from Radicalisation: The Prevent Duty, 2015

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

Safeguarding Vulnerable Groups Act 2006

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

Voyeurism Offences Act 2019

DfE statutory guidance on Children absent from Education

Meeting digital and technology standards in schools and colleges 2022

The Sexual Offences Act 2003

Teaching Online Safety in Schools

Searching, screening and confiscation at school (DfE) 2022

Behaviour in Schools 2022

Preventing and Tackling Bullying

Redbridge Multi-Agency Safeguarding Thresholds

The Education Act 2011

Education Act 2002 (section 175 and 157)

The Education (Pupil Information) (England) Regulations 2005

Regulation 9 of the School Staffing (England) Regulations 2009

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

Child sexual exploitation: guide for practitioners

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

School inspection handbook

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

APPENDIX 2: CONTACTS AND LINKS

CAF 0208 708 2071 CAFDuty@redbridge.gov.uk CAFAdmin@redbridge.gov.uk

Child Protection & Assessment Team 020 8708 3885 CPAT.Referrals@redbridge.gov.uk

Out of Hours Emergency Duty Team 02087085897

Weekdays from 17:00 onwards, weekends and public holidays

CME - Children Absent from Education 020 8708 6047 cme@redbridge.gov.uk

Children with Disabilities Team 020 8708 6092 Admin.CWDT@redbridge.gov.uk

Children's Services Complaints 0208 8708 5174 ChildrensComplaints@redbridge.gov.uk

Families Together Hub 0208 708 2071 Early.Intervention@redbridge.gov.uk

Local Authority Designated Officer 020 8708 5350 GM_LADO@redbridge.gov.uk

Redbridge Safeguarding Children Partnership 020 8708 5282 RedbridgeSCP@redbridge.gov.uk

School Improvement Service **0208 708 3080** Mariam.Smith@redbridge.gov.uk

SEN Team SENteam@redbridge.gov.uk

Research & Data Team Research.Data@redbridge.gov.uk

Youth Offending Service MASH YOSMASH@redbridge.gov.uk

Youth Service YouthService@redbridge.gov.uk

Youth Offending Team YouthOffending.Team@redbridge.gov.uk

Admissions admissions@redbridge.gov.uk

Education Welfare Service EWS@redbridge.gov.uk

Educational Psychology EducationalPsychology@redbridge.gov.uk

Ofsted Escalation and Resolution Policy

Department for Education

UNICEF

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

guidance published by the Home Office and The Children's Society County Lines ToolkitFor Professionals

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

Child Safeguarding Practice Review Panel

APPENDIX 3: LINKED POLICIES AND PROCEDURES

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

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

- Whistleblowing procedures
- Work experience handbook

APPENDIX 4: RECORD OF CONCERN

Summary of Procedures for the DSL

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

Using the levels of need described in the RSCP threshold document – Multi-Agency Safeguarding Thresholds: Are you worried about a child? (2025),

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

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

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

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

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

Body Chart 1.pdf

Body Chart 2.pdf

APPENDIX 5: REDBRIDGE SCP MULTI-AGENCY THRESHOLD GUIDANCE

RSCP Multi-agency threshold guidance

RSCP Neglect page

Neglect – Redbridge Safeguarding Children Partnership

Escalation Policy

Early Help

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

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

Children in Need

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

Children Suffering or Likely to Suffer Significant Harm

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

What Will LB Redbridge Social Care Do?

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

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

The referrer should follow up if this information is not forthcoming.
If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead or deputy as required). If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.