



# WANSTEAD HIGH SCHOOL

## Safeguarding & Child Protection Policy

This Policy has been adopted by:  
Wanstead High School

Designated Members of Staff are:

Miss Emma Hillman (Headteacher)  
Mrs Helise Martin (Deputy Headteacher) – Deputy Designated Safeguarding Lead (DDSL)  
Ms Donna Cini (Director of Inclusion) – Designated Safeguarding Lead (DSL)  
Link Governor for Safeguarding: Ms Anne Leach-Hurst

Person Responsible	Miss D Cini
Review Frequency	Annually
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Committee	N/A
Ratified by Full Governing Body on	22 September 2025
This policy is communicated by the following means	School Website

## Key contacts

Role	Name	Contact details
Headteacher	Miss Emma Hillman (Level 3 Safeguarding Trained)	020 8989 2791
Deputy Headteacher / DDSL	Mrs Helise Martin (Level 3 Safeguarding Trained)	020 8989 2791 ext: 4002
Director of Inclusion / DSL	Ms Donna Cini (Level 3 Safeguarding Trained)	020 8989 2791 ext: 4009
School Health professional	Ms Shelly Smith	020 8989 2791 ext: 2028
Nominated governor for safeguarding and child protection	Ms Anne Leach-Hurst	020 8989 2791
Co-Chair of Governors	Ms Ellen Lake Mr Ian Selby	020 8989 2791
Local Authority Designated Officer (LADO)	Helen Curtis	020 8708 5350
Child protection assessment teams – for reporting concerns	Redbridge CPAT	020 8708 3885
	Waltham Forest CPAT	020 8496 2310
	Newham CPAT	020 3373 4600
Prevent	Neil Lemon	020 8708 5971 020 8708 3098
Emotional Well Being and Mental Health Service (EWMHS) <i>formerly CAMHS</i>	Duty Team	0300 555 1182
Waltham Forest CAMHS	Duty Team	0300 555 1247

Other key documents also help keep pupils safe at Wanstead High School. These include:

- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy
- Extremism and anti-radicalisation of pupils' Policy
- Mental Health Policy
- Online Safety Policy
- Prevent Risk Assessment
- Sex and Relationships Education Policy (SRE)
- Staff Professional Handbook including Code of Conduct for Staff

## **Introduction**

We strongly believe that our school should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of each individual child. We recognise safeguarding is ever-changing with new risks being presented at a time where services are most stretched. We are committed to ensuring that our in-house practices support our young people and provide them with the tools needed to thrive in the modern-day world; enabling them to visualise and realise their individual potential, regardless of circumstance.

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

- protecting children from maltreatment within or outside the home, including online
- 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
- taking action to enable all children to have the best outcomes.
- providing help and support to meet the needs of children as soon as problems emerge

This policy applies to all staff (including those not directly employed by this school), volunteers, and governors in this school. Our policy and procedures also apply to extended school and off-site activities.

We believe:

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

### **The aims of this policy are:**

- To support each child's development in ways that will foster security, confidence and resilience.
- To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.

- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse or neglect, and to be aware of signs of abuse in non-verbal children and our children with SEND.
- To provide a systematic means of monitoring children known or thought to be at risk of harm and ensure we, Wanstead High school, contribute to assessments of need and support plans for those children alongside other agencies e.g., Community Social Care Teams, Children with Disabilities Teams, School Health Professionals, Education Welfare Officer and the Police.
- To acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- To develop a structured procedure and framework within the school that will be followed by all members of the school community in cases of suspected abuse, exploitation, neglect or mental health concerns.
- To develop effective working relationships with all other agencies involved in safeguarding children as shown above.
- To ensure that all adults within our school who have regular unsupervised access to children have enhanced DBS checks. This includes other community users of our facilities.
- To define responsibilities of school staff and leaders, including Governors.

### **Scope**

In line with the law, this policy defines a child as anyone under the age of 18 years. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

### **Recognising Risk**

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

The school gives special consideration to pupils who:

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

## **Statutory Framework & Guidance**

This policy has been developed in accordance with the principles established by the Children Act 1989/2004; and in line with the following:

[The Children Act 1989](#)

[The Children Act 2004](#) (section 10 and section 14B)

[London Safeguarding Children Procedures and Practice Guidance, 7<sup>th</sup> Edition, 2024](#)

[Working together to safeguard children \(December 2023\)](#)

[Children and Social Work Act 2017](#)

[Keeping Children Safe in Education \(DfE September 2025\)](#)

[Mandatory reporting of female genital mutilation procedural information.](#)

[Mental Health & Behaviour in Schools](#)

[Data Protection Act \(2018\)](#)

[Children and Families Act 2014](#)

[Protecting Children from Radicalisation: The Prevent Duty, 2015 \(updated March 2024\)](#)

[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 Missing Education](#)

[The Sexual Offences Act 2003](#)

[Teaching Online Safety in Schools 2023](#)

[Searching, screening and confiscation at school \(DfE\) 2023](#)

[Behaviour in Schools 2024](#)

[Preventing and Tackling Bullying](#)

[Redbridge Multi-Agency Safeguarding Thresholds: Are you worried about a child?, December 2023](#)

[The Education Act 2011](#)

[Education Act 2002](#) (section 175 and 157)

[The Education \(Pupil Information\) \(England\) Regulations 2005](#)

[Regulation 9 of the School Staffing \(England\) Regulations 2009](#)Regulated activity in relation to children: scope (Factual note by HM Government)[Child sexual exploitation: guide for practitioners](#)

[Help, protection, education: concluding the children in need review 2019](#)

[School inspection handbook](#)

[Inspecting safeguarding in early years, education and skills settings](#) Guidance for Ofsted inspectors to use when inspecting safeguarding under the education inspection framework **2022**

## **Reporting Concerns at Wanstead High School**

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the Designated Safeguarding Lead/s (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.

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

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child’s mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to external agencies such as Children’s Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the Designated Safeguarding Lead/s without delay.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the Designated Safeguarding Lead/s.

**The Designated Safeguarding Lead is:**

**Ms Donna Cini – Director of Inclusion**

**The Deputy Designated Safeguarding Lead is:**

**Mrs Helise Martin – Deputy Headteacher**

1. Staff should always share their concerns with the DSL or DDSL. It is important that the child is not sent home at the end of the day without taking the right protective action.
2. Staff should email concern to designated email address: **[childprotection@wansteadhigh.co.uk](mailto:childprotection@wansteadhigh.co.uk)**
3. Verbally confirm with the DSL or DDSL that your email has been received

If staff have any concerns about a child’s welfare or a child makes a disclosure to you, it should be acted on immediately, in line with our school’s policy and procedures and you must **always** seek advice from the DSL. The DSL or DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns. Where appropriate staff will receive feedback when a concern is reported.

Child protection records will be kept on CPOMS (Child Protection Online Management System); they will be kept separately from pupil's school records. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan or is a child in need. Reports for conference will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

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

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

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

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

The DSL or DDSL will record concerns on CPOMS which have been shared by pupils themselves, parents, staff, and external agencies. CPOMS will provide a live chronology and a record of all communications and actions to ensure that all safeguarding concerns are recorded and managed appropriately. The following key staff will also record their communications on CPOMS:

- Heads of Year
- Pastoral Support Managers
- Attendance Team
- SENDCO and Deputy SENDCOs
- Learning Mentors

The DSL will ensure that any actions set on CPOMS are met within designated timescales and will liaise with staff and external agencies to ensure the needs of our pupils are being met.

### **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

## **Roles and Responsibilities**

### **Responsibilities: The Headteacher**

The Headteacher will ensure that the policies and procedures adopted by the Governing Body are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. The Headteacher role to ensure that staff understand and follow policies and procedures agreed by the Governing Body or proprietor

On behalf of the governing body, the Headteacher will ensure that all staff read at least Part one, Part five and Annex A of Keeping Children Safe in Education (2025) The Headteacher will ensure that mechanisms are in place to assist staff to understand and carry out their roles and responsibilities, as set out in part one of the above guidance.

The Headteacher and DSL will prepare the safeguarding annual report to the Governing Body to enable governors to review the effectiveness of child protection and safeguarding arrangements and, in turn, to influence the annual review of the policy. This enables the Governing Body to monitor compliance and to identify areas for improvement.

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

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 DSL, DDSL and any other Level 3 trained staff.
- 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 who go missing from education. Temporary staff will be made aware of the safeguarding policies and procedures and the school will ensure that staff provided by other agencies have received the required child protection 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.

### **Responsibilities: The Governing Body**

The Governing Body of Wanstead High School takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard<sup>1</sup> and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. We recognise that all staff<sup>2</sup> and Governors have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

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

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

#### **Our nominated governor for safeguarding and child protection is Ms Anne Leach-Hurst**

The Nominated Governor for safeguarding and child protection will receive safeguarding training relevant to the governance role and this will be updated annually. The Nominated Governor will liaise with the Headteacher and the DSL to produce a report at least annually for the Governing Body and ensure the annual Section 175 safeguarding self-assessment is completed and submitted on time.

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

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

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

### **Policies**

- Ensuring that an effective safeguarding and child protection policy is in place, which describes procedures in accordance with government guidance and refers to multi-agency safeguarding arrangements and is available publicly via the school website.
- The Governing Body will annually review all policies/procedures that relate to safeguarding and child protection.

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<sup>1</sup> Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies"

<sup>2</sup> "Staff" covers ALL adult staff on site, including temporary, supply and ancillary staff, and volunteers working with children

- Ensuring that there is a staff behaviour policy or code of conduct that includes, amongst other expectations, acceptable use of technologies, staff/pupil relationships and communications including staff use of social media.
- Putting in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
- Where reasonably possible, the school will hold more than one emergency contact number for each pupil so that the school has additional options to contact a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

### **Looked After Children and Previously Looked After Children**

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

The Governing Body must ensure that the designated teacher has appropriate training and the relevant qualifications and experience. Statutory guidance contains further information on [The Role and Responsibilities of the Designated Teacher](#).

### **Children with Special Educational Needs and Disabilities**

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

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

### **The Use of Reasonable Force in Schools**

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

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

The school is guided by the '[Use of Reasonable Force in Schools](#)' document provided by the Department of Education.

### **Child on Child Abuse**

Governing bodies and proprietors should ensure that their child protection policy includes:

- procedures to minimise the risk of peer-on-peer abuse.
- the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.
- how allegations of peer-on-peer abuse will be recorded, investigated and dealt with.
- clear processes as to how victims, perpetrators and any other children affected by peer-on-peer abuse will be supported.
- a recognition that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported.
- a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The Governing Body takes account of [Searching Screening and Confiscation Advice](#) for schools and the UK Council for Child Internet Safety (UKCCIS) Education Group and [Advice on Sharing nude images](#)

The Governing Body will expect all staff to have read and understand [Part five of Keeping Children Safe in Education: Child on Child Sexual Violence and Sexual Harassment](#).

### **Mental Health**

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

All staff should also 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, 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.

### **Multi-agency Working**

- Ensuring that the school contributes to multi-agency working in line with statutory guidance [Working Together to Safeguard Children \(2023\)](#).
- It is especially important that schools and colleges understand their role in the three safeguarding partner arrangements. Governing bodies, proprietors and their senior leadership teams, especially their DSL, should make themselves aware of and follow their local arrangements.
- The Governing Body should understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school’s own policies and procedures.
- The Governing Body should also be prepared to supply information as requested by the three safeguarding partners. The school should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

## Information Sharing

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

The Governing Body will:

- Ensure arrangements are in place that set out clearly the process and principles for sharing information within your school or trust, and with the three safeguarding partners or other agencies as required.
- Be prepared to supply information as requested by the three safeguarding partners.
- Understand the local criteria for action and protocol for assessment, and ensure these are reflected in your school or trust's own policies and procedures.
- Be aware of their obligations under the GDPR and the Data Protection Act (DPA) 2018.

Governors also are expected to:

- Have due regard to the data protection principles, which allow them to share personal information.
- Are confident of the processing conditions which allow them to store and share information for safeguarding purposes.
- Are aware that, if they need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information.

## Training

- The Governing Body should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.
- Ensuring that all new staff (new to the role and/or new to the school including agency staff and interim appointments) undergo safeguarding and child protection training (including online safety) at induction.
- In addition to this annual training, all staff will receive regular safeguarding and child protection training and updates (for example, via email, e-bulletins, staff meetings) throughout the school year, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensuring all staff read at least [Part one, Part five and Annex A of Keeping Children Safe in Education \(2025\)](#)

## Online Safety

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

Schools and colleges should have appropriate filters and monitoring systems in place to limit children's exposure to online risks. Settings should also ensure they have appropriate security procedures in place to safeguard their systems.

Schools and colleges should review their online safety policies and information annually to keep up with developments in technology, risks and harms.

Governing bodies and proprietors should ensure that staff receive regular updated safeguarding training, including online safety and ensure children are taught about safeguarding, including online safety. Safeguarding training for staff, including online safety training, is integrated, aligned, and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning. In devising the approach to online safety and teaching online safety, the Governing Body and school leaders have taken into account [Teaching Online Safety in Schools 2023](#)

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

Technology, and risks and harms related to it evolve and changes rapidly. Schools and colleges should consider carrying out an annual review of their approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face. A free online safety self-review tool for schools can be found via the [360 safe website](#).

[UKCIS has published Online safety in schools and colleges: Questions from the governing board.](#)

The questions can be used to gain a basic understanding of the current approach to keeping children safe online; learn how to improve this approach where appropriate; and find out about tools which can be used to improve the approach. It has also published an Online Safety Audit Tool which helps mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring.

### **Remote Learning**

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

- [NSPCC Learning - Undertaking remote teaching safely during school closures](#)

Schools and colleges are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges 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 be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online

Wanstead High School has published [Guidance and Expectations for Remote Learning](#) on the school website.

### **Filtering and Monitoring**

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that 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. Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks.

The Department for Education's [filtering and monitoring standards](#) set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.

- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

### **Opportunities to Teach Safeguarding**

- The Governing Body should ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.
- This will include covering relevant issues through Relationships. Sex and Health Education. In teaching these subjects schools must have regard to the statutory guidance, which can be found [here](#) (revised for introduction September 2026).
- Whilst it is essential that appropriate filters and monitoring systems are in place, the Governing Body should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

### **Safer Recruitment**

The Governing Body should prevent people who pose a risk of harm from working with children:

- By adhering to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised. The Governing Body has recruitment and selection policies and procedures in place.
- In accordance with [The School Staffing \(England\) Regulations 2009](#), the Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training. The training should cover, as a minimum, the content of this guidance.
- Governing bodies and proprietors should ensure there are procedures in place to manage safeguarding concerns, or allegations against staff (including supply staff and volunteers) that might indicate they would pose a risk of harm to children.

The Governing Body regards it as vital that it has created a culture of safe recruitment and, as part of that, has adopted recruitment procedures that help deter, reject or identify people who might abuse children. The Governing Body has taken full account of the statutory guidance in Part three of [Keeping Children Safe in Education: Safer recruitment](#), Statutory guidance – regulated activity (children) – supervision of activity with children which is regulated activity when unsupervised and: [Disclosure and Barring Service checks](#)

The school operates “Safer Recruitment” procedures and ensures that appropriate checks are carried out on all new staff, governors and relevant volunteers, DBS for volunteers are free

Insert DBS link [Disclosure and Barring Service checks](#)

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

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

- verifying candidates’ identity and academic or vocational qualifications
- obtaining professional and character references
- checking previous employment history and ensuring that a candidate has the health and physical capacity for the job,
- UK Right to Work
- clear enhanced DBS check
- any further checks as appropriate to gain all the relevant information to enable checks on suitability to work with children.

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

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

[Click here for more information on identity checks](#)

### **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 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 [Keeping Children Safe in Education \(2025\)](#) 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.

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

- Concerns or allegations should be referred to the Headteacher.

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

**Redbridge Local Authority Designated Officer:**

**Ms Helen Curtis**

**0208 708 5350**    [lado@redbridge.gov.uk](mailto:lado@redbridge.gov.uk)

LADO referral form can be downloaded from the [RSCP website](#)

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.

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

**Low level concerns about staff**

Staff should ensure that any low-level concerns are shared initially with the DSL or DDSL or with the Headteacher. The DSL or DDSL will 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, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL or DDSL, 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 notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Any decisions in relation to if further action necessary, such as fact-finding or disciplinary steps, will be taken by the Headteacher, with support from the HR Manager and external HR advisors as well as the DSL as appropriate. A spreadsheet of all these concerns is kept by the HR Manager which outlines actions and outcomes.

## **Alternative provision**

The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to. The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- [Alternative provision - DfE Statutory Guidance](#); and
- [Education for children with health needs who cannot attend school - DfE Statutory Guidance](#)

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

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

## **Responsibilities: The Local Authority (Redbridge)**

### **Early Help**

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

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

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

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care plan).
- 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.
- 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 or 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 substance abuse, adult mental health problems or domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- is a privately fostered child.

If early help is appropriate, the DSL or DDSL 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 (led and supported by the DSL or DDSL).

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

### **Responsibilities: All Staff**

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

It is the responsibility of every member of staff to know and understand Safeguarding policies and procedures and to ensure they share concerns with the DSL or DDSL as soon as they arise or immediately after they have received a disclosure. Staff should not take for granted that someone else may have passed on the concern; it is everybody's responsibility to share concerns they have about the children in our care.

As well as participating in annual safeguarding training provided by the school, all staff are expected to read and understand 'Keeping Children Safe in Education 2025' part 1 and be familiar with our safeguarding and child protection policy and the staff code of conduct.

### **Responsibilities: The Designated Safeguarding Lead - DSL**

The role of the Designated Safeguarding Person was specified in the Children Act 2004 and ensures every organisation had a "named person" for safeguarding children and young people. The school can appoint deputies to support the role of the Designated Safeguarding Lead. The DSL is Donna Cini and the DDSL is Helise Martin. Both are members of the Senior Leadership Team and are trained to the same standard. Formal training for both will be updated annually. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the Designated Safeguarding Lead. Other staff are also trained to Level 3, including a plan for all Heads of Year and Pastoral Support Managers to complete this training.

Key aspects of the Designated Person role include:

- Being the first point of contact for all safeguarding concerns
- Making sure all staff are aware how to raise safeguarding concerns and ensuring all staff understand child abuse and neglect
- Referring any child protection concerns to social care and to relevant agencies who can provide support to children and families
- Monitoring children who are the subject of plans with social care (CP/CIN/CLA)
- Maintaining accurate and secure child protection records
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues.
- Promoting educational outcomes by working closely with teachers about children's welfare, safeguarding and child protection concerns.
- Ensuring safeguarding and child protection information is dealt with in a confidential manner.
- The DSL will ensure that the school is clear on parental responsibility for children on roll, and report all identified private fostering arrangements to the local authority.

*A full outline of the role can be found in: [Keeping Children Safe in Education \(DfE September 2025\)](#)*

Further to this the DSL will:

- Ensure that all such records are kept confidentially, securely and are separate from pupil records, this is done so via CPOMS.
- Act as a focal point for staff concerns and liaising with other agencies and professionals
- Ensure that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the

Common Assessment Framework (CAF) and Framework for Assessments process, and provides a report which has been shared with the parents as appropriate.

- Ensure that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and/or Social Worker and that they are informed about every child that may be subject to a child protection plan or a child in need plan.
- Ensure that all school staff are aware of the school's child protection and safeguarding policy and procedures, and know how to recognise and refer any concerns.
- Provide, with the Headteacher Miss Emma Hillman, an annual report for the Governing Body, detailing any changes to the policy and procedures; training undertaken by designated members of staff Donna Cini and Helise Martin, and by all staff and Governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (anonymised).
- Consider information sharing to reflect the Data Protection Act 2018 and GDPR.
- Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years.

## **Managing Referrals**

The DSL or DDSL is expected to refer all cases of suspected abuse to Redbridge children's social care or the home local authority where the child lives and to:

- the Police (where a crime has been committed);
- the Channel programme where there is a radicalisation concern;
- the Disclosure and Barring Service where a person is dismissed or left due to risk/harm;
- Raise awareness to all staff and also understand the mandatory reporting duty for FGM.

## **Multi-agency Working**

The DSL or DDSL is expected to:

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

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

### **Training**

The DSL and DDSL will undertake formal training, to provide them with the knowledge and the skills required to carry out the role, at least annually. Training should include Prevent awareness training. In addition, their knowledge will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, but at least annually, to allow them to understand and keep up to date with any developments relevant to their role so they:

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

### **Raising Awareness**

#### **The DSL should:**

- act as a source of support, advice and expertise to all staff.
- ensure this safeguarding and child protection policy is known, understood and used appropriately.
- ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new, agency and part-time staff.
- ensure this child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made.
- link with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding; and be able to analyse concerns and referrals for patterns, trends and gaps and other safeguarding data and identify and target training for staff or groups of staff accordingly.
- are alert to specific needs of children in need, those with special educational needs and disabilities, young carers.
- understand and promote relevant data protection legislation and regulations, especially the [Data Protection Act 2018](#) and the [General Data Protection Regulation](#) (GDPR).
- can maintain a centralised register of all concerns and referrals, including robust and chronological records of actions taken and encourages staff to be robust around documenting and reporting concerns
- are able to ensure that all concerns and referrals are regularly monitored and reviewed, that links are made to all contextual sources of information relevant to a child's safeguarding, for example their behaviour, attendance and learning and progress, and that all decisions are recorded and actioned and where appropriate this is communicated to relevant staff
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- encourage a culture of listening to children, ensuring their voices are reflected in safeguarding and taking account of their wishes and feelings.

During term time the DSL or DDSL should always be available (during school hours), for staff to discuss any safeguarding concerns. At Wanstead High School safeguarding concerns can be shared via:

**Email:** [childprotection@wansteadhigh.co.uk](mailto:childprotection@wansteadhigh.co.uk)

### **Child Protection File**

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

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

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

## **Definitions and Indicators of Abuse**

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

**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.

Signs of Physical abuse:

- Explanation inconsistent with injury
- Variation of explanations
- Unexplained delay in seeking treatment
- Parent/s uninterested/undisturbed by accident or injury
- Repeated presentation of minor injuries
- Frequent use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Persistent running away

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

Signs of Emotional abuse:

- Physical, mental and emotional development issues
- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging

**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.

Signs of Sexual abuse:

- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Anorexia or Bulimia
- Unexplained pregnancy
- Fear of undressing e.g for sport
- Phobias or panic attacks

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

Signs of Neglect:

- Constant hunger
- Poor personal hygiene
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Running away
- Compulsive stealing or scavenging

### **Neglect and material poverty**

An increasing number of families currently living in poverty has made it more difficult to spot signs of poverty vs neglect.

- 4.2 million children (more than 1 in 4) children are living in relative poverty in the UK
- Research from the charity Barnardo's says that the legacy of the cost-of-living crisis, along with benefit decreases due to inflation, will mean even more families will be living in poverty. As poverty rises, children and young people's mental and physical health deteriorates and they are more likely to be exposed to crime and violence

Parents and carers may feel shame and embarrassment about their financial difficulties, and may try to hide these issues from the school. Staff will always keep an open mind and won't assume that any particular family is okay, even if you believe they have an affluent lifestyle. Whilst being in poverty is not a safeguarding issue on its own, but it does increase the risk. The school can provide support for families struggling with the cost of living and staff should raise concerns about families who may be experiencing difficulty in this area.

### **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.

### **Specific Safeguarding Issues**

#### **Domestic Abuse**

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

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

#### **Operation Encompass**

Wanstead High School have signed up to be part of [Operation Encompass](#), which operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the safeguarding team via the designated email [childprotection@wansteadhigh.co.uk](mailto:childprotection@wansteadhigh.co.uk) before the child or children arrive at school the following day. This information is logged on CPOMs and alerts key staff to this incident. 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.

#### **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.

#### **Female Genital Mutilation (FGM)**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and

Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Whilst all staff should speak to the DSL or DDSL regarding any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers to report this directly to the police. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

If a member of staff suspects that a pupil has been removed from or prevented from attending education as a result of FGM a referral must be made to the home Local Authority and the police.

All guidelines adhered to in Multi Agency Practice Guidelines: - Female Genital Mutilation should be taken into consideration. This includes:

*“Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a pupil because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a pupil comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.*

*Pupils who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the pupil’s friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim’s needs at an early stage”.*

### **Forced Marriage**

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

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

### **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 can be found at <https://learning.nspcc.org.uk/children-and-families-at-risk/parental-mental-health-problems>

### **Parental Substance Misuse**

Parents’ dependent alcohol and drug use can negatively impact on children’s physical and emotional wellbeing, their development and their safety. The impacts on children include: physical maltreatment and neglect, poor physical and mental health, development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use, poor school attendance due to

inappropriate caring responsibilities, low educational attainment, involvement in anti-social or criminal behaviour. For Public Health information on parental substance misuse [click here](#)

## **Exploitation**

### **Contextual Safeguarding**

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

### **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.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Child Criminal Exploitation (CCE) is not exclusive to County Lines Activities. CCE includes any activity which:

- Takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.
- In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator.

- It can be perpetrated by individuals or groups, males or females, and children or adults.
- It can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse.
- It can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence.
- Victims can be exploited even when activity appears to be consensual.
- It can happen online as well as in person.

The DSL, working with safeguarding partners will use intelligence to safeguard children from Criminal Exploitation. In cases where it is believed a child is at risk of this immediate referrals will be made.

### **Child Sexual Exploitation (CSE)**

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

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

It is the role of the school to not only be aware of the signs children at risk of sexual exploitation may present, but to also educate our pupils on acceptable and unacceptable relationships. Our PSHCE curriculum explores sex and relationship education and encourages pupils to gain a sense of self-worth and respect for others. This message is continued throughout the schools' assembly programme particularly around Anti-Bullying Week when focus is paid to the use of social media in children's lives.

The definition of Child Sexual Exploitation below is used as a guide for staff and arises from joint work between project members of the *National Working Group for Sexually Exploited Children and Young People (NWG) 2008*.

*Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.*

The schools safeguarding leads use the AIMS (*Assessment, Intervention, Moving on*) framework to assess any incidents of sexualised behaviour displayed by pupils. This framework is based on guidelines from the <http://aimproject.org.uk/>, The Youth Justice Board and Julie Henniker. The school will also use the Brook Sexual Behaviours Traffic Light Tool to help inform risk assessments and safety plans.

## Serious Youth Violence

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

## Online safety

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

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **contact:** being subjected to harmful online interaction with other users: for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils or staff are at risk, please report it to the [Anti-Phishing Working Group](#)

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. [UKCIS](#) provides detailed advice about sharing of nudes and semi-nude images and videos and guidance [Education for a connected world](#)

[IWF](#) provides up to date information on web safety. There is new information on, [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

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

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.

## Radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach.

Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Vulnerable individuals identified as being at risk of radicalisation are referred to the Channel programme. This is a multi-agency panel that provides support to the individual through specialised intervention providers. Whilst the risk of radicalisation is remote it is still a possibility to consider when assessing behavioural changes.

Advice regarding Prevent or referrals to the Channel programme can be obtained from:

**Neil Lemon, Prevent institutions Officer, Redbridge Community Safety Team on 020 8708 5971 or 020 8708 3098.**

The school will have regard for the Counter-Terrorism & Security Act 2015.

The school has a risk assessment related to our Prevent duties.

The school understands terrorism to be defined as:

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

Click here for more information on [Prevent](#)

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

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff. LGBT inclusion is part of the statutory [Relationships Education, Relationship and Sex Education and Health Education curriculum](#) and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. Any reports of these incidents are logged and a central record kept by the DSL or DDSL The school offers a weekly LGBT+ Lunch Club for all pupils who wish to contribute to discussion and policy. The school wants to work further on this, including training for staff, in the future.

When supporting a gender questioning child, the school will 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.

### **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. All racially motivated incidents are reported are logged and a central record kept by the DSL or DDSL.

### **Adultification**

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

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

All staff should be aware that children can abuse other children. And that it can happen both inside and outside of school or college and online. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse, they should speak to their DSL or DDSL. Abuse that occurs online or outside of the school or college should not be downplayed and should be treated equally seriously. Child on child abuse is most likely to include, but may not be limited to:

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

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

Wanstead High School staff are aware of the importance of:

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

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

### **Sexual Harassment**

Sexual harassment ‘unwanted conduct of a sexual nature’ that can occur online and offline and can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names.
- sexual “jokes” or taunting; physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos.
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

### **Harmful sexual behaviour (HSB):**

is an umbrella term that describes a range of sexual behaviours. Hackett et al. (2016) define HSB as “sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, that may be harmful towards self or others, or be abusive towards another child, young person or adult”.

This definition captures a range of behaviours, both offline and online, such as sexualised, gendered or sexist name calling, sexual image sharing without consent, unwanted sexual touching, sexual assault and rape. Sexual behaviours are seen across a continuum ranging from normal and appropriate sexual behaviours that are expected from people of a certain developmental age through to sexual behaviours that are inappropriate, problematic, abusive or violent. For more information on [HSB](#).

### **Safeguarding allegations against pupils at school**

Occasionally, allegations may be made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this pupil;
- indicates that young people outside the school may be affected by this pupil.

In every case the school will make an immediate decision to;

- Seek early help with a multi-agency approach.
- Refer to children's social care if necessary.
- Report the case to the police if necessary.
- Make clear that sexual violence and harassment is not acceptable and will not be tolerated or dismissed.
- Apply a sanction and implement a risk assessment/safety plan if necessary

Examples of safeguarding issues against a pupil could include:

#### **Physical Abuse**

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

- hitting, smacking, throwing, burning, poisoning
- initiation

#### Emotional Abuse

- blackmail or extortion
- threats and intimidation
- persistent emotional maltreatment
- bullying/cyber-bullying

#### Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting
- physical or non-physical acts
- upskirting

#### Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts
- coercion and forcing of young person, manipulation
- grooming

### **Actions when an allegation is made against another pupil**

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL or DDSL should contact CPAT to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The Designated Safeguarding Lead/s will follow through the outcomes of the discussion and make a statement of referral where appropriate.
- The DSL or DDSL will make a record of the concern, the discussion and any actions or outcomes which are required.
- If the allegation indicates a potential criminal offence has taken place, the police will be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation will take place into the matter using the school's usual disciplinary procedures and guidance from ['Keeping Children Safe in Education 2025'](#).
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, safety plan for both the victim and the alleged perpetrator.
- The plan will be monitored and a date set for a follow-up evaluation with everyone concerned.
- Where necessary the school will liaise with the Local Authority to discuss alternative provision and support if it is not safe or appropriate to have pupil/s on school site.

### **Minimising the risk of safeguarding concerns towards pupils from other pupils**

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will have an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations.

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

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

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

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

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

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

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

Any direct disclosure by a young person will be taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

If a pupil is disclosing that they have received, sent or shared an illegal image, staff will adhere to the procedures for managing and reporting a disclosure already set out in the school's policy. As part of her/his response, the DSL's response will include:

- carrying out a risk assessment of the pupil or pupil;

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

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

The technical solutions we employ to protect pupils and staff from abusive use of IT and social media include firewalls, filtering and network monitoring and are listed in our Acceptable Use and IT policies.

We take into account [Searching and screening and confiscation advice](#) from the Department of Education when dealing with disclosures of this type.

An immediate referral to police and/or children's social care should be made if at this initial stage:

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

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

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

The decision will be made by the DSL or DDSL with input from the Headteacher and from other members of staff if appropriate. The decision will be recorded in line with school policy.

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

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

### **Misogyny and Safeguarding**

We are increasingly concerned about the impact of online influencers that promote misogynistic rhetoric. This content can be permissive of: discriminatory behaviours and attitudes (including racist, anti-Semitic, 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. School staff will challenge misogynistic views and behaviours and ensure these are reported and logged in accordance with safeguarding procedures.

### **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 DSL or DDSLs. More information can be found using the following links: [YoungMinds](#), [Department for Education \(DfE\) \(2018\) Mental health and behaviour in schools](#), [UK Trauma Council](#)

### **Self-Harm and Suicide**

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

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

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.

**If staff have a mental health concern about a child that is also a safeguarding concern and staff should raise this concern via the 'childprotection' email address or by talking to the DSL or DDSL.**

We recognise the government's plan for each school and college to have a Designated Lead for Mental Health 2025. **Donna Cini** and **Helise Martin** have completed the Designated Lead for Mental Health training and are best placed to advise on Mental Health within the school.

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should follow procedures for reporting safeguarding concerns.

**Where there are concerns or disclosures of self-harm or suicide, staff should ensure they report this immediately and do so before the end of the school day. The DSL or DDSL will meet with the child and make an assessment; involving external agencies if required, and decide as to whether the child is safe to go home.**

Mental Health issues may manifest through a range of behaviour and physical changes, including:

- Physical signs of harm
- Changes in eating and sleeping habits
- Increased isolation from friends and family and becoming socially withdrawn
- Changes in mood
- Talking and/or joking about self-harm and/or suicide
- Drug and alcohol abuse
- Feelings of failure, uselessness, and loss of hope
- Secretive behaviour
- Repeated physical pain or nausea with no evident cause
- Truancy PE or getting changed secretly
- Clothing unsuitable for the time of year, e.g. a large winter coat in summer
- Negative behaviour patterns, e.g. disruption
- Physical symptoms which may be referred to as anxiety/panic attacks

Staff may also be able to identify a range of issues, including:

- Attendance and truancy
- Punctuality and lateness
- Changes in educational attainment and attitude towards education
- Family and relationship problems

The school has two Learning Mentors and a full time School Counsellor who each hold a caseload of children requiring input and support.

The Director of Inclusion liaises with Redbridge CAMHS to review pupils who are currently open to CAMHS or on the waiting list. This ensures the school is supporting children by either complimenting the interventions being received by CAMHS or providing intervention whilst CAMHS intervention is sought.

The following policies details the school's approach to emotional wellbeing in further detail:

- Bereavement Policy
- Mental Health Policy
- Self-Harm Policy

### **Anti-Bullying**

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. All reported incidents of bullying are logged, recorded and monitored.

### **Children Who Are Absent from Education**

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of

substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's or college's unauthorised absence procedures and children missing education procedures.

Work around attendance and children missing from education will be coordinated with safeguarding interventions. The school must notify the local authority of any pupil who has been absent without the school's permission for a continuous period of 5 days or more after making reasonable enquiries. The pupil may not be removed from roll until all reasonable engagement to locate the pupil have been made.

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 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.

### **Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

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

- Children/young people who need alternative care because of parental illness
- Children/young people whose parents cannot care for them because their work or study involves long or antisocial hours
- Children/young people sent from abroad to stay with another family, usually to improve their educational opportunities
- Unaccompanied asylum seeking and refugee children/young people
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents
- Children/young people staying with families while attending a school away from their home area.

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

## **Looked After Children**

### **Wanstead High School Designated Teacher for Looked After Children**

The Designated Teacher for Children Looked After is: Helise Martin

The Virtual Headteacher in LB Redbridge can be reached on:

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

The Designated Teacher for Looked After Children will:

- 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 looked after children.

The Designated Teacher for Looked After Children will be supported by the DSL to ensure:

- Personal Education Plan (PEP) meetings are held to timescale each term.
- feedback is captured from staff ahead of PEP meetings
- the voice of the child is captured prior to PEP meetings and throughout the school year
- CLA pupils are offered pastoral support such as mentoring or counselling
- Online PEP documents are completed to timescales
- Funding provided by the designated Local Authorities is allocated and spent in the most appropriate way for each pupil

## **Supporting children who need a social worker**

- Children may need a social worker due to safeguarding or welfare needs, such as abuse, neglect and complex family circumstances.
- These experiences can leave children vulnerable to further harm, as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The local authority should inform the DSL or DDSL if a child has a social worker, and they should hold and use this information in the best interests of the child's safety, welfare and educational outcomes, such as when decisions are made on:
  - Responding to unauthorised absence or unexplained persistent absences where there are known safeguarding risks.
  - The provision of pastoral and/or academic support.

The DSL or DDSL should help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with teachers and other staff.

This is addressed in the following ways:

- Having focus on children with social workers to ensure that these pupils are able to achieve the best academic outcomes and support staff to identify the challenges these children may face, helpful information can be found in [what works in education for children who have social workers](#).

- Making sure that staff know who these children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them.
- Supporting teaching staff to identify the challenges that children in this group might face, and the additional academic support and adjustments that they could make to best support them.
- Ensuring children in this group have access to pastoral support such as mentoring or counselling and that their voice is regularly captured

Effective support for children with a social worker needs education settings and local authorities to work together. All agencies can play a crucial role in establishing a culture where every child is able to make progress.

### **Allegations against staff**

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

- Behaved in a way that has harmed a child/young person or may have harmed a child/young person
- Possibly committed a criminal offence against or related to a child/young person; or
- Behaved in a way that indicates s/he may not be suitable to work with children/young people.
- Behaved towards a child or children in a way that indicated s/he may pose a risk of harm to children.
- The new provision as set out in part 4 of [Keeping Children Safe in Education \(2025\)](#) 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.

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

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

If the concern relates to the Headteacher, it must be reported immediately to the Chair of the Governing Body, who will liaise with the LADO and they will decide on any action required. If the safeguarding concern relates to the proprietor of the setting, then the concern must be made directly to the Local Area Designated Officer (LADO) Team who will decide on any action required. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the DSL, DDSL or Headteacher.

**Redbridge LADO** - Helen Curtis, 020 8708 5350

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

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Staff also need to consider, as outlined in 'Keeping Children Safe in Education 2025' actions outside of school which would be considered as affecting their ability to work with children (this is known as transferable risk). For example, involvement in domestic abuse inside the family home. In the case of such behaviours the school will need to consider factors which may put members of the school community at risk and act accordingly.

All staff should be aware of the school's behaviour/discipline policy. This can be found in the staff area and website.

We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the DSL if the Headteacher is not present.

The Headteacher/DSL on all such occasions will discuss the content of the allegation with the LA Designated Officer.

If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Governors who will consult with the LADO, without notifying the Headteacher first.

The school will follow the Local Authority procedures for managing allegations against staff as outlined in part 4 '[Keeping Children Safe in Education 2025](#)'. This is to be read in conjunction with chapter 7 of [The London Child Protection Procedures](#).

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in making this decision.

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

The Governing Body is committed to creating a positive and safe working environment for its workers in line with its core values. The Governing Body wants to create and maintain a working environment where individuals are treated with respect and dignity. The Governing Body is opposed to all forms of unlawful discrimination, bullying or harassment of any kind. The Governing Body, Headteacher and Senior Managers are firmly committed to the success of this policy and all steps taken towards its achievement

Everyone has the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation. (See 'Dignity at Work', 'Bullying and Harassment Policy').

### **Handling allegations against supply staff**

In some cases, you may have to consider an allegation against someone not directly employed by the school, where the usual disciplinary procedures do not fully apply, for example supply staff provided by an agency. In dealing with these cases the school will ensure;

- Allegations are dealt with properly; the school will liaise with the LADO to determine a suitable outcome.
- The Governing Body will discuss with the agency whether it's appropriate to suspend the supply teacher, or redeploy them to another part of the school, while they carry out their investigation.
- Ensure the Agency are fully involved and co-operate in any enquiries, but the school will usually take the lead as the agency won't be able to collect the necessary information.
- An allegations management meeting will address issues such as information sharing, to ensure previous concerns or allegations known to the agency are considered.
- When using an agency, the school will inform them of our process for managing allegations, including inviting the agency's HR manager or equivalent to meetings and keeping them up to date with information about your policies.
- A separate policy is in place for handling allegations against staff

### Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. If necessary they should contact the Headteacher, delegated 'whistle blowing' Governor or the Local Authority Designated Officer for Child Protection. We have a whistle blowing policy in place, shared with all staff. Any concerns a member of staff has can be raised by contacting the NSPCC's helpline 0800 028 0285. All staff are aware of the school's Whistleblowing Policy.

### **Use of Reasonable Force**

The school follows DfE guidance on use of reasonable force as outlined by the 'Education and Inspections Act 2006' and '[Use of Reasonable Force' Advice for Headteachers, Staff and Governing Bodies 2013](#)'. This guidance states that staff must only ever use physical intervention as a last resort, eg. When a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person, reasonable and proportionate.

Such events should be recorded and logged on CPOMS.

### **Alternative Provision**

The cohort of pupils in Alternative Provision often have complex needs, it is important that staff are aware of the additional risk of harm that their pupils may be vulnerable to. Wanstead High School recognises that when a pupil is placed with an alternative provision provider, we remain responsible for the safeguarding of that pupil, and will seek to be satisfied that the provider meets the needs of the pupil. We will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks which we would perform in respect of our own staff.

Where children are accessing Alternative Provision, details of DSL and DDSL and safeguarding protocols are shared to ensure our children are appropriately safeguarded. The DSL, DDSL and Attendance Team will remain in contact with Alternative Provision providers throughout placement.

### **Site Contractors**

School leaders will ensure that contractors and providers are aware of the school's safeguarding and child protection policy and procedures. Employees and volunteers provided by these organisations will use the school's procedure to report concerns.

Assurances will be sought that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with '[Keeping Children Safe in Education 2025](#)'. If assurance is not obtained, permission to work with children or use the school premises may be refused.

When the school commissions services from other organisations, it will ensure that compliance with the policy and procedures is a contractual requirement.

### **Site Security**

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

The identity of all visitors and volunteers coming into school is checked. Visitors are expected to sign in and out using the electronic inventory system and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. Visitors are issued with a safeguarding guidance leaflet on arrival to reception.

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

### **Communication and Confidentiality**

We recognise that all matters relating to child protection are confidential.

The Headteacher Emma Hillman, DSL or DDSL will disclose personal information about a pupil to other members of staff on a need to know basis only.

However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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

We will always undertake to share our intention to refer a child to social services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social services on this point.

Child protection records will be kept on CPOMS; they will be kept separately from pupil's school records. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan or is a child in need. Reports for conference will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

### **Supporting Staff**

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

We will support such staff by providing an opportunity to talk through their anxieties with the designated members of staff Donna Cini and Helise Martin and to seek further support. This could be provided for all staff by, for example, the Headteacher, Emma Hillman, School Business Manager, Sarah Williams, HR Manager, Jo Alder and by Occupational Health, and/or a teacher/trade union representative as appropriate.

We understand that staff should have access to advice on the boundaries of appropriate behaviour. These matters form part of staff induction and are referred to in the staff handbook. We recognise that designated staff should have access to support and appropriate workshops, courses or meetings as organised by children's services or the local safeguarding children's board.

### **Prevention**

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.

The school community will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables children to feel secure and encourages them to communicate their feelings and concerns whatever their mode of communication. Children's communication difficulties mean that staff must be vigilant at all times for signs of physical and emotional abuse and neglect.

- Ensure that all children feel there is an adult in the school whom they can approach if they are worried or in difficulty. These messages will be relayed through tutor times and assemblies where children are regularly reminded of the schools reporting procedures.
- Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Hold regular inclusion meetings to discuss pupils who have been identified as requiring Early Intervention support from both in house and external professionals.

**APPENDIX A**

**INJURIES TO PARTS OF THE BODY WHERE ACCIDENTAL INJURY IS UNLIKELY**



Ears – especially pinch marks involving both sides of the ear

The “triangle of safety” (ears, side of face, and neck, top of shoulders); accidental injuries in this area are unusual

Inner aspects of arms

Back and side of trunk, except directly over the bony spine

Black eyes, especially if bilateral

Soft tissues of cheeks

Intra-oral injuries

Forearms when raised to protect self

Chest and abdomen

Any groin or genital injury

Inner aspects of thighs

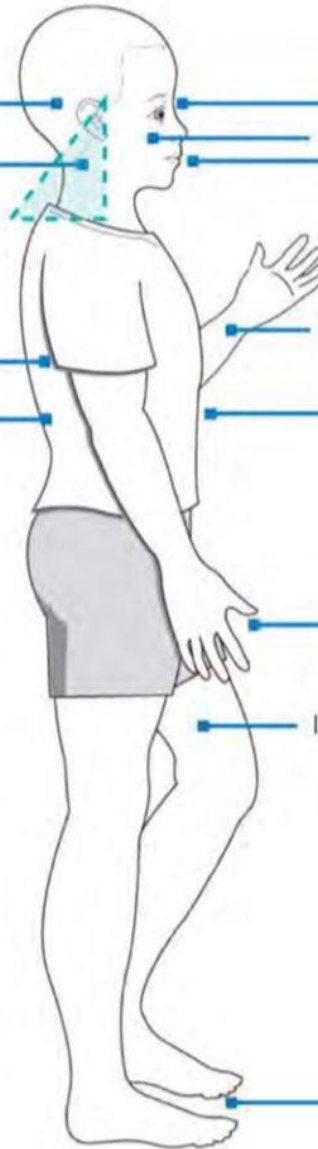
**Typical Abusive Injuries**

Soles of feet

**REMEMBER**

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries



## **APPENDIX B**

### **WHAT ACTIONS TO TAKE IF YOU THINK A CHILD IS AT RISK**

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> <li>1. Discuss your concerns with the DSL or DDSL, Donna Cini and/or Helise Martin. It is important that the child is not sent home at the end of the day without taking the right protective action.</li> <li>2. Email concern to designated email address: <a href="mailto:childprotection@wansteadhigh.co.uk">childprotection@wansteadhigh.co.uk</a></li> <li>3. Verbally confirm with the DSL or DDSL that your email has been received</li> <li>4. If the DSL, DDSL or designated staff are not available, you should contact the Child Protection and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL or DDSL about your consultation and what actions you have taken.</li> </ol>
Designated Safeguarding Lead	<ol style="list-style-type: none"> <li>1. You are concerned that the child is at risk of significant harm               <ol style="list-style-type: none"> <li>1.1 Contact the relevant Child Protection and Assessment Team immediately.</li> <li>1.2 If you believe that the child is at immediate risk of harm, or you suspect a crime has been committed, you must also contact the police immediately.</li> <li>1.3 In the event the Child Protection and Assessment Team request a Multi-Agency Referral Form (MARF) this must be completed and sent via email immediately.</li> <li>1.4 Take advice from the Child Protection and Assessment Team as to whether the child's parents should be informed and if it is suitable for the child to return home.</li> <li>1.5 Record all your consultations and decision-making on the child. Update the child's CPOMs log; adding any referral documents, correspondence or CIN/CP/TAC plans to the document server. Continue to update the file whenever new information is provided.</li> </ol> </li> <li>2. You believe the child is not at risk of significant harm, but the child or their family may need support.               <ol style="list-style-type: none"> <li>2.1 Contact the Child Protection and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances.</li> <li>2.2 In the event the Child Protection and Assessment Team request a Multi-Agency Referral Form (MARF) this must be completed and sent via email immediately.</li> <li>2.3 If your consultation results in the decision that the child and family are in need of help, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.</li> <li>2.4 Record all your consultations and decision-making on the child. Update the child's CPOMs log; adding any referral documents, correspondence or CIN/CP/TAC plans to the document server. Continue to update the file whenever new information is provided.</li> </ol> </li> </ol>

## **APPENDIX C**

### **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 unless sharing information with the parent or carer places the child at risk of harm.

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.

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.

## Useful Contacts and Links

<b>CAF</b>	<b>0208 708 2071</b> <a href="mailto:CAF Duty@redbridge.gov.uk">CAF Duty@redbridge.gov.uk</a> <a href="mailto:CAF Admin@redbridge.gov.uk">CAF Admin@redbridge.gov.uk</a>
<b>Child Protection &amp; Assessment Team</b>	<b>020 8708 3885</b> <a href="mailto:CPAT.Referrals@redbridge.gov.uk">CPAT.Referrals@redbridge.gov.uk</a>
<b>Children Missing from Education</b>	<b>020 8708 6047 / 86029</b> <a href="mailto:cme@redbridge.gov.uk">cme@redbridge.gov.uk</a>
<b>Children with Disabilities Team</b>	<b>020 8708 6092</b> <a href="mailto:Admin.CWDT@redbridge.gov.uk">Admin.CWDT@redbridge.gov.uk</a>
<b>Children's Services Complaints</b>	<b>0208 8708 5174</b> <a href="mailto:ChildrensComplaints@redbridge.gov.uk">ChildrensComplaints@redbridge.gov.uk</a>
<b>Families Together Hub</b>	<b>0208 708 2071</b> <a href="mailto:Early.Intervention@redbridge.gov.uk">Early.Intervention@redbridge.gov.uk</a>
<b>Emergency Duty Team EDT (Out of hours: after 5pm &amp; weekends, Public Holidays)</b>	<b>020 8708 5897</b>
<b>Local Authority Designated Officer</b>	<b>020 8708 5350</b> <a href="mailto:lado@redbridge.gov.uk">lado@redbridge.gov.uk</a>
<b>Redbridge Safeguarding Children Partnership</b>	<b>020 8708 5282</b> <a href="mailto:RedbridgeSCP@redbridge.gov.uk">RedbridgeSCP@redbridge.gov.uk</a>
<b>School Improvement Service</b>	<b>0208 708 3080</b> Mariam Smith <a href="mailto:Mariam.Smith@redbridge.gov.uk">Mariam.Smith@redbridge.gov.uk</a>
<b>SEN Team</b>	<a href="mailto:SENteam@redbridge.gov.uk">SENteam@redbridge.gov.uk</a>
<b>Research &amp; Data Team</b>	<a href="mailto:Research.Data@redbridge.gov.uk">Research.Data@redbridge.gov.uk</a>
<b>Youth Offending Service MASH</b>	<a href="mailto:YOSMASH@redbridge.gov.uk">YOSMASH@redbridge.gov.uk</a>
<b>Youth Service</b>	<a href="mailto:YouthService@redbridge.gov.uk">YouthService@redbridge.gov.uk</a>
<b>Youth Offending Team</b>	<a href="mailto:YouthOffending.Team@redbridge.gov.uk">YouthOffending.Team@redbridge.gov.uk</a>
<b>Admissions</b>	<a href="mailto:admissions@redbridge.gov.uk">admissions@redbridge.gov.uk</a>
<b>Education Welfare Service</b>	<a href="mailto:EWS@redbridge.gov.uk">EWS@redbridge.gov.uk</a>
<b>Educational Psychology</b>	<a href="mailto:EducationalPsychology@redbridge.gov.uk">EducationalPsychology@redbridge.gov.uk</a>

**Weblinks:**

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

**Redbridge SCP** <https://www.redbridgescp.org.uk/professionals/publications-policies-and-procedures/policies-and-procedures/>

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

**Department for Education**

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

**UNICEF – The Rights of a Child**

[https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC\\_summary-1\\_1.pdf](https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf)

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

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

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

UK Safer Internet Centre: appropriate filtering and monitoring

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

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

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

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

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

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

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

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

[www.educateagainsthate.com](http://www.educateagainsthate.com)

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

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

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

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

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