Safeguarding Policy 2026 -2027

Priority 1	Priority 2	Priority 3
'No Child left behind'	Consistency in achieving excellence	Personal growth and positive futures

APPROVED BY TRUSTEES: OCTOBER 2026

REVUE: SEPTEMBER 2027

Key Safeguarding Contacts:

Contact can be made during Academy opening times:

Monday to Friday: 8.30am till 4pm
Not during weekends, school holidays or Academy closure.

Designated Safeguard Lead (DSL) **Designated person for looked after Children (LAC)**	Ms K Hirnschrodt – Deputy Headteacher 0208 252 5151 khirnschrodt@chadwellacademy.org.uk.
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Headteacher **(Reminder: the Headteacher must be contacted for concerns surrounding staff)**	Mr R Poddington
Board of Trustees	**Mr K Wilkinson**
Trustee for safeguarding and child protection	**Mrs R Senan**
External Lettings	Mr J Lowndes
Single Central Record	Mrs T Johnson
Mental Health Lead	Ms K Garratt
MASH Duty Line	**MASH (Multi-Agency Safeguarding Hub):** 020 8708 3885 (09:00 – 17:00 weekdays) **Emergency Duty Team (Out of Hours):** 020 8554 5000 for urgent help at night, on weekends, or during bank holidays.
Redbridge Prevent programme	Website: Preventing radicalisation https://www.redbridge.gov.uk/media/nsbhxtt2/national-prevent-referral-form.pdf Email: prevent@redbridge.gov.uk
Redbridge Lead Safeguarding officer	Email: Rema.Begum@Redbrdige.gov.uk Tel: 02087083420
Redbridge Lead Safeguarding officer	Email: Rema.Begum@Redbrdige.gov.uk Tel: 02087083420
Additional Contact numbers	Child Line: 0800 1111 www.childline.org.uk NSPCC: 0808 800 5000 www.nspcc.org.uk/kidszone Ofsted Whistleblower Hotline: 0300 123 3155 The Samaritans 08457 909090.

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Overview

This policy is to ensure that the Academy has correct procedures in place to safeguard all our students and that staff know what to do if they are concerned about a student.

At Chadwell Heath Academy we have a whole Academy approach and culture around safeguarding. This policy applies to all staff (including those not directly employed by the Academy), volunteers, and Trustees. Our policy and procedures also apply to all Academy off-site activities.

Every employee, Trustee and volunteer who assists the Academy is under a general legal duty:

- to protect children from abuse;
- to be aware of the Academy's safeguarding procedures, including for potential radicalisation, and to follow them;
- **to report any matters of concern regarding child protection and / or radicalisation to the Designated Safeguarding Lead (DSL) immediately and to record the issue either through the Child Protection Monitoring System (CPOMS), via email or specified forms (see Appendix D and E);**

The policies, background information and procedures in this policy are often interconnected. The first three sections provide a summary of the key personnel, mission statement and procedures.

For the purposes of this policy, 'staff' means all adults in the Academy teaching and non-teaching.

Mission statement

The school and its staff will ensure that:

1. The Academy is alert to signs of abuse both in the Academy and from outside and deal appropriately with every suspicion or complaint of abuse.

2. The Academy provides support for students who have been abused.

3. The Academy provides a systematic means of monitoring students known or thought to be at risk of harm and ensures to contribute to assessments of need and support plans for those students alongside other agencies including Local Authority Children's Social Care, Children with Disabilities Teams, the Education Welfare Officer and the Police.

4. The Academy operates clear policies on drugs, alcohol and substance misuse.

5. We implement appropriate filters and monitoring of online material; Ensuring that students are safeguarded from potentially harmful and inappropriate online material. We will review the effectiveness of our systems at least once every academic year.

6. The Academy aims to ensure that all practical steps are taken to guarantee that the premises are secure.

7. The Academy operates robust health and safety and emergency evacuation procedures.

8. The Academy ensures that all visitors sign in on arrival and sign out on departure and are escorted whilst on Academy premises. (See visitor procedures section)

9. The Academy checks that appropriate child protection arrangements are in place when our students attend offsite activities.

10. That where students transfer to a new school, it will be up to the DSL of the new school to consider which information in a child protection file should be shared with relevant staff and when it's appropriate to do so.

11. That where information indicates a risk to others, for example where a student has previously carried, threatened with or used a knife or weapon, the receiving school is responsible for assessing the risk and putting in place a support plan for when the student arrives.

12. The Academy delivers training to ensure that all staff read at least part 1 of Keeping Children Safe in Education 2026 and receive training to assist them to understand and discharge their role and responsibilities; That staff in specific roles read the additional relevant sections.

13. The Academy practises safe recruitment in checking the suitability of staff and volunteers to work with children in accordance with the guidance in Keeping Children Safe in Education 2024 and the Education (Independent School Standards) (England) Regulations 2014 as amended;

14. The Academy carries out all necessary checks on the suitability of people who serve on the Academy's Board of Trustees

15. Where the Academy ceases to use the services of any person (including a supply teacher) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the Disclosure and Barring Service (DBS) within one month.

16. The Academy has a protocol for administering medicines. The Academy maintains a first aid box accessible at all times with appropriate content for students. The Academy must keep a written record or accidents and injuries and must inform parents on the same day or as soon as possible of any treatment given.

In addition, the Academy will endeavour to ensure that:

17. an environment in which students feel safe, secure, valued and respected is provided and that students know how to approach adults if they are in difficulties;

18. all students are protected from any form of abuse, whether from an adult or another student;

19. it has a broad curriculum offer that looks to build awareness and resilience, which is reinforced through the Relationships, Sex and Health Education (RSHE) programme

Equality statement

At Chadwell Heath Academy, we are committed to safeguarding every student and promoting equality, dignity, inclusion and respect. We recognise that some children may face increased risks of abuse, neglect or exploitation, or additional barriers to recognising, disclosing or accessing help.

Our approach is based on the principle that every student has the right to be safe, to be heard and to receive the right help at the right time.

We will:

- maintain an anti-discriminatory and anti-racist safeguarding culture in which racism, prejudice, discrimination and harmful stereotypes are actively challenged;
- recognise and respond to disproportionality in safeguarding, including where particular groups of students may face increased risks, barriers to support or poorer outcomes;
- ensure that student's rights, views, wishes and feelings are considered in safeguarding decisions;
- consider each student's individual circumstances, identity, culture, family and community context when assessing safeguarding needs;
- provide reasonable adjustments and additional support to ensure equitable access to safeguarding and protection;
- work in partnership with students, parents, carers, families and communities;
- ensure that safeguarding concerns relating to discrimination, racism, harassment or abuse are taken seriously, recorded and responded to appropriately;
- maintain professional curiosity and an attitude of "it could happen here", recognising that abuse, neglect and exploitation can affect any child; and
- use safeguarding learning to identify and address patterns of inequality and improve outcomes for children and young people.

Responsibilities and Procedures

Board of Trustees

The Board of Trustees are collectively responsible for ensuring that this policy meets all legal requirements and delegates the responsibility to fully implement it to the Headteacher.

Headteacher

The Headteacher will ensure that the policies and procedures set out by the Board of Trustees are fully implemented and that sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities successfully.

The Headteacher and Designated Safeguarding Lead will prepare the safeguarding report to the Board of Trustees on a termly basis to enable Trustees to review the effectiveness of child protection and safeguarding.

Designated Safeguarding Lead and Team

The Academy has appointed a senior person with the necessary status and authority (**Designated Safeguarding Lead - DSL)** to be responsible for matters relating to child protection and welfare. During working hours parents are welcome to approach the DSL or any other member of staff if they have any concerns about the welfare of any student in the Academy whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's form teacher or the Headteacher who will notify the DSL in accordance with these procedures.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on student welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of students
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service (DBS), and/or police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Have a good understanding of the filtering and monitoring systems and processes in place within the Academy.
- ensure that staff have appropriate Prevent training and induction.

The DSL will also:

- Keep the headteacher informed of any issues.
- Liaise with local authority case managers and designated officers for child protection concerns as appropriate.
- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the Academy's policies.

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that our students must have an 'appropriate adult' to support and help them in the case of a police investigation or search.

The full responsibilities of the DSL and Deputies are set out in their job descriptions.

The DSL will consult with the relevant Local Authority Children's Social Care or Duty Social Worker and / or the Local Authority Designated Officer (LADO) where appropriate on how to proceed. If there is a risk of immediate danger or a child is at risk of harm, a member of staff must refer them to the police immediately.

All suspicion or disclosures of abuse or radicalisation must be reported immediately to the DSL or if the disclosure involves a member of staff to the Headteacher who will liaise with the DSL directly. Details of procedures for reporting allegations against members of staff are set out separately in appendix H.

Staff:

Staff must seek **support from the DSL as soon as safeguarding concern emerges**. Staff should identify emerging problems, liaise with the DSL, share information with other professionals to support early identification and in some cases undertake an early help assessment. Staff should show particular attention to students who:

- are disabled, or have certain health conditions, SEND, mental health needs, is a young carer, is showing signs of being drawn into criminal activity, frequently goes missing, is a risk of modern slavery, sexual or criminal exploitation, radicalisation, family circumstances presenting a challenge such as family member in prison, or drug / alcohol misuse, return from care, at risk of honour-based abuse or CME.

Report it immediately via CPOMS. If CPOMS is not available send an email to the safeguarding team (Safeguarding@chadwellacademy.org.uk) or fill in an orange form (to be found in the staff room) and make direct contact with one of its members. This procedure is mandatory.

Guidelines on how to deal with a disclosure by a child (see also Appendix M and N):

1. reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the DSL who will ensure that the correct action is taken; and

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

3. listen carefully to the student and keep an open mind;

4. Reassure the student that their complaint will be taken seriously and that they will be

supported and kept safe. This is especially true regarding a report of sexual violence and sexual harassment.

5. not ask leading questions, that is, a question which suggests its own answer;

6. keep a **sufficient written record of the conversation using CPOMS**. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. All evidence, (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be preserved on CPOMS.

Guidelines on how to deal with a concern around staff (see also Appendix H):

Any concerns or allegations about Academy practices or the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm must be reported to the Headteacher, or the Chair of the Board of Trustees if it relates to the Headteacher. All concerns will be taken seriously. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Training:

It is the responsibility of the DSL supported by Headteacher to ensure that all staff, post holders, Trustees, volunteers and other users of the Academy site meet their statutory obligations and receive appropriate safeguarding training. They will keep a record of all such training and raise concerns to the Headteacher where training targets are not met.

Students

Students are taught to understand and manage risk through the Academy's curriculum and all aspects of Academy's life. Students are reminded regularly about e-safety and must comply with our Acceptable Use of ICT policy. We will do all that we reasonably can to limit children to exposure to risks from the Academy's IT system. Students must comply with our Bullying policy. Students are encouraged to speak to a member of staff in confidence about any concerns.

Supporting Staff/Students

1. The Academy understands that it will be important to offer emotional support or other pastoral support to students where there are safeguarding concerns.

2. The Academy recognise that staff who have become involved with a student who has suffered harm may find the situation upsetting. We will support such staff and provide the opportunity for them to talk through their concerns as appropriate.

Monitoring

1. Any open case will continue to be monitored until the case is resolved and closed.

2. Senior staff and Heads of Year must ensure that they update the records on CPOMS immediately as cases develop.

3. If any concerns are raised by the LADO or Ofsted about safeguarding issues, the following actions must be taken:

- The DSL should follow the course of action agreed with the LADO or OFSTED as a priority and comply with any deadlines given;

- The Chair of the Board of Trustees must report to the LADO or Ofsted on the findings of the investigation and set out any action to be taken; and

- The Academy must endeavour to comply as soon as possible with any recommendations from the LADO or Ofsted.

4. The DSL monitors the operation of this policy and its procedures and will make an annual report to the Trustees

5. The Board of Trustees will undertake an annual review of this policy. It will ensure that any weaknesses in regard to child protection arrangements are remedied without delay

Home Visits

The Board of Trustees have determined that home visits are not the responsibility of academy staff. There is no contractual duty on staff to undertake such visits. They fall outside of the responsibilities of the Academy in discharging its services. A risk assessment has been undertaken that has concluded that sending staff into unknown situations is an unacceptable risk from a health and safety point of view. It is also the case that staff are not trained to make judgements about the conditions and risks that are present in the home and therefore any such judgement carries the risk of profound consequences for young people and the member of staff if it is wrong. This is the province of social services.

Staff Safeguarding Behaviour Policy

All staff employed by the Academy play an important part in keeping our students safe. by promoting a safe working environment for everyone on the Academy site. In order to keep themselves safe from possible allegations, staff must:

- Always set a good example by conducting themselves appropriately.
- Always maintain appropriate standards of conversation with students. Specifically ensure that any communication does not humiliate students.
- Always use Academy equipment for Academy specific work purposes and personal equipment for personal use.
- Always report any inappropriate behaviour from a student to the DSL.
- Always be aware that contact made outside of the Academy grounds with a student may be considered inappropriate and could lead to this interaction being misinterpreted.
- Never give personal information to any student – for example their address, telephone or mobile phone number or email address.
- Never accept personal information from a student – for example their mobile phone number or email address.
- Dress appropriately for their role.
- Never instigate or respond to physical contact with students unless it is appropriate to their role. If this occurs, then report it immediately to the DSL.
- Report physical or verbal abuse from a student to the DSL.
- Never put themselves at risk working individually with students. Whenever possible, ensure that another adult knows where they are and be visible and/or audible (for example, open the door).
- Not take any action that would lead a reasonable person to question their motivation and/or intentions.
- Never misuse their position of power and influence over students.
- Never use any confidential information to intimidate, humiliate or embarrass a student.
- Never accept regular gifts from students or give personal gifts to students.

- Understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

- Be aware of the risk of abuse by adults or other young people and fully understand their role with regards to the Safeguarding Procedures outlined in this policy.

- Follow the Academy policies on the Use of Reasonable Force and Searching Screening and Confiscation when dealing with incidents.

Allegations against staff (including low-level concerns) policy

Section 1: Allegations that may meet the harm threshold

1. The Academy has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from unfounded allegations. These procedures will be used where the member of staff (including supply staff) or volunteer has:

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

2. Where an allegation or complaint is made against any member of staff or a volunteer, the matter should be reported immediately to the Headteacher or in his absence the Chair of the Board of Trustees. The Headteacher will consult with the DSL and all allegations that appear to meet the criteria will be discussed with the LADO before further action is taken.

3. Where an allegation is made against the Headteacher, the person receiving the allegation should immediately inform the Chair of the Board of Trustees, or in his absence the Vice Chair, without first notifying the Headteacher. If an allegation is made against the Chair of the Board of Trustees, the allegation should be reported to the Headteacher. Any such allegations will be discussed with the LADO before further action is taken.

4. The Headteacher will inform the accused person of the allegation as soon as possible after the LADO has been consulted. The parents of the child involved will be informed of the allegation as soon as possible if they do not already know of it. Where the LADO advises that a strategy discussion is needed, or the police or the local authority's social care services need to be involved, the Headteacher should not inform the accused or the parents until these agencies have been consulted, and it has been agreed what information can be disclosed. The parents should be kept informed of the progress of the case, including the outcome of any disciplinary process in confidence.

5. The Academy has a duty of care towards its staff and as such, it must ensure that effective support is provided for anyone facing an allegation. A member of staff should be informed of allegations as soon as possible and given an explanation of the likely course of action, unless there are objections from external agencies. A representative will be appointed to keep the member of staff informed of the progress of the case and will consider whether other support should be made available.

6. Where an investigation by the police or the local authority children's social care services is unnecessary, the LADO will discuss the steps to be taken with the Headteacher (or the Chair of the Board of Trustees). The appropriate action will depend on the nature and circumstances of the allegation and will range from taking no further action to summary dismissal or a decision not to use the person's services in the future.

7. It may be necessary to undertake a further investigation to determine the appropriate action. If so, the LADO will discuss with the Headteacher or Chair of the Board of Trustees, how and by whom the investigation will be undertaken. The appropriate person will usually be a senior member of staff but in some instances, it may be appropriate to appoint an independent investigator.

8. Suspension must not be an automatic response to an allegation and should only be considered in a case where:

- there is cause to suspect a student or other students at the Academy is or are at risk of harm; or
- the allegation warrants investigation by the police; or
- the allegation is so serious that it might be grounds for dismissal.

9. The professional reputational damage that can arise from suspension where an allegation is later found to be unsubstantiated, unfounded or malicious must be considered. It may be that the result that would be achieved by suspension could be obtained by alternative arrangements, for example, redeployment. If there is no reasonable alternative to suspension and suspension is deemed appropriate, the reasons and justification for this will be recorded and the member of staff notified of the reasons.

10. The Academy will consult with the LADO following the conclusion of any social care services investigation or criminal investigation or prosecution as to whether any further action, including disciplinary action, is appropriate and if so, how to proceed. The options will depend on the circumstances of the case, including the result of the investigation or trial and the standards of proof applicable.

11. If it is decided that the person who has been suspended should return to work, the Academy should consider how to facilitate this, for example, a phased return may be appropriate and the provision of a mentor to provide assistance in the short term. The Academy will also consider how to manage any contact with the child who made the allegation.

12. If the Academy ceases to use the services of a member of staff (including supply staff) because they are unsuitable to work with children, a settlement agreement will not be used. There will be a prompt and detailed report to the Disclosure & Barring Services as soon as possible if it is thought that the member of staff or volunteer has engaged in conduct that has harmed or is likely to harm a child; or has committed a relevant offence; or if a person otherwise poses a risk of harm to a child. For teachers, a report must also be made to the National College for Teaching and Leadership. Any such incidents will be followed by a review of the safeguarding procedures within the Academy, with a report being presented to the Board of Trustees without delay.

13. If a member of staff or volunteer tenders their resignation any child protection allegations will still be followed up by the Academy. Resignation will not prevent a prompt and detailed report being made to the Disclosure & Barring Services in appropriate circumstances.

14. All allegations must be dealt with as a priority so as to avoid any delay. Where it is clear immediately that the allegation is unfounded or malicious, the Academy will aim to resolve the matter within 1 week. It is expected that most cases of allegations of abuse against staff will be resolved within 1 month with exceptional cases being completed within 12 months. If the nature of the allegation does not require formal disciplinary action, the Headteacher will endeavour to institute appropriate action within 3 working days. If a disciplinary hearing is required and can be held without further investigation, we will aim to hold it within 15 working days.

15. Where an allegation by a student is shown to have been deliberately invented or malicious, the Headteacher will consider whether to take disciplinary action in accordance with the Academy's Behaviour policy. Whether or not the person making the allegation is a student or a parent or other member of the public, the Academy reserves the right to contact the police to determine whether any action might be appropriate. Where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

16. Allegations that are not substantiated (there was insufficient evidence to prove or disprove), are false (sufficient evidence to disprove) or malicious (there was a deliberate act to deceive) will not be referred to in employer references. Substantiated allegations where there was sufficient evidence to prove the allegation must be referred to in employer references.

17. Details of an allegation will be recorded on the employee's file and retained at least until the employee reaches the normal retirement age or for a period of 10 years from the date of the allegation, if this is longer, unless the allegation was found to have been malicious, in which case it will be removed from the employee's records.

Section 2: Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 above.

Concerns may arise through, for example:

- suspicion
- complaint
- safeguarding concern or allegation from another member of staff
- disclosure made by a child, parent or other adult within or outside the school
- pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term ‘low-level’ concern is any concern – no matter how small – that an adult working in or on behalf of the Academy may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority

Examples of such behaviour could include, but are not limited to:

- being overly friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating students.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- empowering staff to share any low-level concerns
- empowering staff to self-refer
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- helping to identify any weakness in the Academy's safeguarding system

Responding to low-level concerns

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the Academy's code of conduct. The headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- kept confidential, held securely and comply with the Data Protection Act 2018 and UK GDPR
- reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harm threshold as described in section 1, we will refer it to the LADO
- retained at least until the individual leaves employment at the Academy

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

The Academy will not include low-level concerns in references unless:

- the concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- the concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

Safer recruitment policy

1. At our Academy we endeavour to recruit staff with suitable qualifications and personal attributes for the vacancies available. The following system is followed when recruiting staff in order to safeguard children in our care.

2. The advert is placed in the Times Educational Supplement / local press / recruitment agency and Academy website giving a brief description of the post available and deadline dates. The job description clearly states the main duties and responsibilities of the post and the individual's responsibility for promoting and safeguarding the welfare of children.

3. The job application form requires the following:

   - applicants to provide their full identifying details including current and former names, date of birth, current address and National Insurance number;
   - a statement of any academic and/or vocational qualifications the applicant has obtained that are relevant to the position for which they are applying with details of the awarding body and date of award;
   - a full history in chronological order since leaving secondary education, with start and end dates, explanations for periods not in employment, education or training and reasons for leaving employment;
   - a declaration of any family or close relationship to existing employees or employers (including Trustees);
   - details of referees including one referee who is the applicant's current or most recent employer. If an applicant has worked with children in the past a reference from that employer should be included;
   - a statement concerning whether the person is medically, physically and mentally fit to carry out the duties of the position for which they are is applying; and
   - a statement concerning whether the person or anyone living or working in their household has any convictions, cautions or bind-overs.

4. The job application form will refer to the Academy's Safeguarding policy which is accessible through the Academy website.

5. All applications will be scrutinised to ensure that they are properly completed and that the information provided is consistent and does not contain any discrepancies. The interview request will include the interview programme and require the applicant to bring with them original copies of their qualification certificates, passport, driving licence, birth certificate and utility bill showing the applicants current name and address.

6. Online search as part of the safer recruitment process. The Academy will carry out an online search as part of our due diligence for any candidates that are shortlisted. This will be carried out by the ICT manager because of their skills in the area and also to avoid bias, as they are not connected to the recruitment process beyond this role. They will then pass on to the recruitment team only the information that is relevant. All short-listed candidates will be informed of this process before it is carried out. The purpose of such a search is to "*help identify any incidents or issues"*. This is taken to mean things said or done that would either harm the reputation of Chadwell Heath Academy or make the candidate unsuitable to work with children. This search will only use material that is publicly available online through commonly used search engines and websites and can include social media accounts. It will not include private/locked

content of social media accounts, nor will candidates be asked to provide log in details. If an issue is identified, the Headteacher will decide if: it is not serious enough to consider, it will be explored with the candidate at the interview stage (as with issues in a reference or adverse information on a DBS check), or determine that the content is so serious that we opt to bring the recruitment process to an end.

7. Interviews will usually be conducted by two or more of the following people as required: Headteacher, Deputy Headteacher, Assistant Head Teacher, Business Manager, Head of Catering, Head of Department or a member of the Board of Trustees. At least one of the interview panel will be a member of staff who has been trained in safer recruitment.

8. An offer of appointment to the successful candidate will be conditional upon the receipt of at least two satisfactory references, verification of the candidate's identity (with best practice being checking the name on the birth certificate), verification of qualifications and satisfactory completion of the probationary period.

9. The Academy follows the Department for Education's recommendations for the safer recruitment of staff who work with children. All members of the teaching and non-teaching staff at the Academy including part-time staff, temporary and supply staff, and visiting staff are subject to statutory child protection checks before starting work. All Trustees, volunteer helpers, contractors working regularly during term-time, such as contract catering staff are also vetted. An enhanced DBS certificate which includes a barred list check will be required for a member of staff who engages in regulated activity. For trustees and staff not engaged in regulated activity, an enhanced DBS certificate without the barred list check should be conducted.

Protocol and Procedures for Visitors

Although the Trustee Body assures all visitors a warm, friendly and professional welcome to Chadwell Heath Academy, whatever the purpose of their visit it is a requirement that **all visitors** comply with the following protocol and procedures. Failure so to do may result in the visitor(s) being escorted from the Academy site.

Attendance on the Academy Site

- **All visitors** must report to the main reception first. Visitors are not permitted to enter the Academy via any other entrance unless explicit agreement has been made with the Academy in advance.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request. A copy of the documents used to verify the identity of regular visitors may be retained so they will not need to reproduce evidence on subsequent visits.
- All visitors will be asked to sign in electronically at reception.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors must be given the safeguarding information sheet and asked to follow the procedures explained on it.
- The office will then contact the member of staff who has invited them. The visitors are to wait in reception. The member of staff will come to the office and collect the visitors from reception and escort them through the building.
- The member of staff that invited the visitors will then be responsible for them while they are on site. The visitors must not be allowed to move about the site unaccompanied, unless a DBS has been presented.
- At the end of the visit the member of staff who invited them must escort them to the main office where they will sign out and return their visitors badge.
- The visitors must leave by the main reception entrance, unless another agreement has been made.

Unknown/Uninvited Visitors to the Academy

1. Any visitor in the Academy who is not wearing an identity badge must be challenged politely to enquire who they are and their business on the Academy site. This is the responsibility of all staff.
2. They should then be escorted to reception to sign the visitors' book and be issued with an identity badge. The procedures outlined above will then apply.

In the event that the visitor refuses to comply,

3. In the event that a visitor refuses to comply, they should be asked to leave the site immediately and the Headteacher and / or a member of the Senior Leadership team should be informed promptly.
4. The Headteacher / or Senior Leader will consider the situation and decide if it is necessary to inform the police.

5. If an unknown/uninvited visitor becomes abusive or aggressive, they will be asked to leave the site immediately and warned that if they fail to comply, police assistance will be called for.

Approved Visitor List

1. The Academy will hold an Approved Visitor List for visitors who frequently visit the Academy site to undertake work within the Academy (including Trustees, contractors and supply staff).
2. To qualify for this list the visitor must have demonstrated, prior to the visit, that they have a current clear enhanced DBS check and a copy of this has been registered on the Academy's Single Central Record.
3. Public sector workers such as nurses, social workers and education psychologists will have had appropriate checks undertaken by their employing organisations and as such we only need to see their official ID. They should sign in and out and wear a visitor's badge.
4. Volunteers will have been authorised by the Headteacher and will have complied with the requirements of paragraph 2 above

Other Visitors

External Speakers (Including Charities)

1. If staff wish to invite external visitors to the Academy it is their responsibility to ensure that all necessary vetting is carried out. They should consider: the organisation the speaker works for, references, and any online profile. They must consult with the DSL as to whether a DBS will be required. Once in the Academy they must not be left alone with the students.
2. If the speaker is to present to students then the materials – visual and aural – must be viewed in advance to ensure it is appropriate for the audience.
3. The member of staff must be present at all times during the presentation.
4. If at any stage the member of staff believes the content of the presentation is unsuitable they must intervene.

Contractors:

1. Contractors are those individuals, not employed by the Academy, who undertake work unconnected with students on Academy premises, for example builders.
2. If they are not on site on a regular basis, for example a plumber, they should be treated as visitors; asked to present some form of ID, to sign in and out, wear a visitor's badge, be collected and returned to the office and be escorted whilst on the premises by a member of staff.
3. If they are going to be on site on a regular basis, prolonged period or have access to the children then the employer should provide DBS checks and ID for all workers. These will be held on the single central record. They need to sign in and out at the main office or site office.

Invited Visitors to the Academy

1. All other visitors (excluding Parents and Carers) will be asked to bring formal identification with them at the time of their visit.

Appendix A - Legislation and statutory guidance

This policy is based on the Department for Education's (DfE's) statutory guidance Keeping Children Safe in Education (2026) and Working Together to Safeguard Children (2026), and the Governance Handbook. We comply with this guidance and the arrangements agreed and published by our three local safeguarding partners (see section 3).

This policy is also based on the following legislation and statutory DfE guidance:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of pupils
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children
- Children's Wellbeing and Schools Act 2026 new legislation which aims to remove barriers to opportunity in schools and improve the education system to make it safer for every child; also by strengthening regulation, improving quality of care to ensure it meets children's needs and keeping children rooted in their families and local communities where possible.
- Crime and Policing Act 2026 aims to strengthen safeguarding by giving agencies and schools greater powers and responsibilities to prevent youth crime, tackle antisocial behaviour, and protect children from exploitation and violence.
- Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025 collectively known as 'data protection laws'
- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Working Together to Improve School Attendance which clarifies roles and responsibilities for schools, local authorities and parents in ensuring adequate school attendance
- The Human Rights Act 1998, which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the European Convention on Human Rights (ECHR)
- The Equality Act 2010, which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race).
- The Public Sector Equality Duty (PSED), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage (revised for September 2026)

Appendix B – Guidance when dealing with a disclosure

	DO	DO NOT
RESPOND		
	Remain calm and listen	Panic
	Take what is said seriously	give a guarantee of absolute confidentiality
	Reassure the student	Investigate
	Be clear about what you will do next – passing it on to the DSL and the safeguarding team	
	Use open questions to avoid “yes/no” answers	Make assumptions or offer alternative explanations or judgements
	Only seek as much information as is needed to be able to report to the DSL and the safeguarding team	Be overly emotional
RECORD		
	Make notes that include as much detail as possible	
	Include who, what, where and when	
	Stick to the student’s own words and the facts presented	Record your feelings, assumptions, opinions or interpretations
REPORT		
	Report IMMEDIATELY the DSL or DDSLs (safeguarding team) via CPOMS (if not available in person, via email or by filling in an orange form)	Delay in sharing information
	If you feel someone is in immediate danger, call 999	
	All “URGENT” out of hour’s referrals must be routed through the Emergency Duty Social Work Team contacted via Redbridge Control Centre: 020-8553-5825	
	Report to the police if you discover that an act of FGM appears to have been carried out.	

Appendix C – Flow Chart of Mandatory Action by Staff

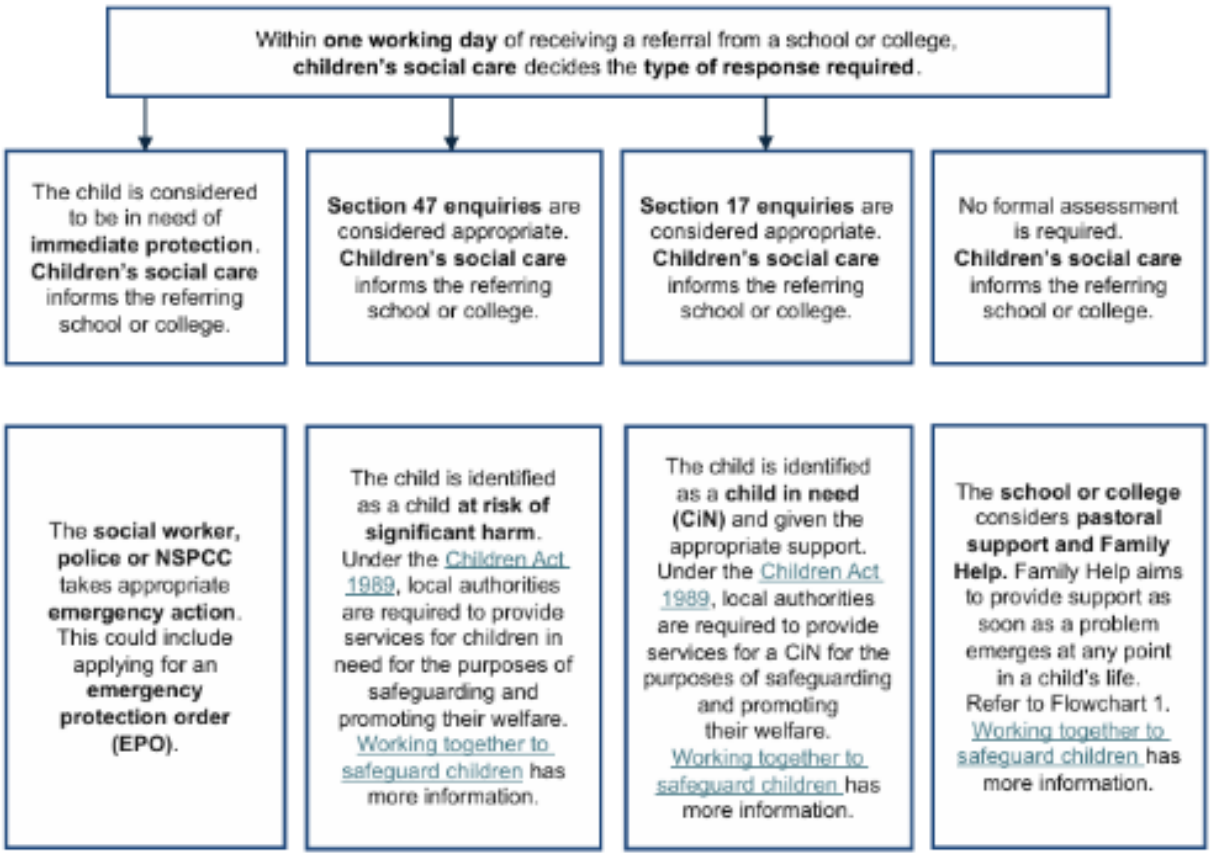
Flow chart of mandatory action by staff
Safeguarding - pupil concerns
Member of staff has concern about a pupil with regards to safeguarding or radicalisation

Immediately inform the safeguarding team through CPOMS if CPOMS is not available use email Staff without access to CPOMS or email use an orange form (staff room) and make contact with the safeguarding team personally

The Safeguarding team will assess the case and take necessary action
Safeguarding - allegations against staff
Allegation against staff must be reported imediately to the Headteacher

Headteacher and DSL will assess the case and take the necessary action

Appendix D – Flow Chart of Actions to take once a referral has been made to children's social care



Appendix E – Reporting Forms for Visitors

Chadwell Heath Academy
Recording Safeguarding Concerns

If you wish to report a safeguarding concern about a child at our Academy, or if you have a safeguarding question, please complete the following form and hand it straight to a member of the Safeguarding Team. We will contact you within 2 Academy working days (term-time).

GENERAL SAFEGUARDING CONCERN		
Your Name:	**Date:**	**Time:**
Your Email:	**Your phone number:**	**Name of the student you about whom you are concerned:** **Your relationship with the student:**
Nature of concern:		
Signed:		

Appendix F – Lettings, Contractors and Activity Providers

Lettings

Any organisation letting part of the Academy site must comply with our Safeguarding policy and provide assurance of the suitability of any adults working with children.

Contractors and activity providers

The member of staff that is bringing any contractors or activity providers on to the Academy site must liaise with their line manager to ensure that assurances can be given that employees and volunteers provided by these organisations and working with our students have been subjected to the appropriate level of safeguarding check and will comply with this policy.

Appendix G - Confidentiality and information sharing

a. The Academy will keep all child protection records confidential, separate from student's Academy records and securely stored using the CPOMS system. Staff will allow disclosure in accordance with legislation only to those who need the information in order to safeguard and promote the welfare of students. The Academy will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations in accordance with the requirements of Working Together to Safeguard Children 2026.

b. The DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that students, including students with a social worker, are experiencing, or have experienced, with teachers and Academy leadership staff. This could include ensuring that the Academy, and their staff, know who these students are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; 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 these children.

c. Where allegations have been made against staff, the Academy will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom. The Academy will make every effort while allegations are investigated to maintain confidentiality and guard against unwanted publicity.

Appendix H - Online safety

The use of technology is often a significant factor of many safeguarding issues such as child sexual exploitation, child on child abuse and radicalisation. Technology, and risks and harms related to it evolve and change rapidly.
An effective approach to online safety supports the protection of the whole Academy community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. Students are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum. Online safety training, is integrated, aligned, and considered as part of the whole Academy safeguarding approach and wider staff training and curriculum planning.

We aim to carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our students face.
AI poses safeguarding challenges these are some of the areas that the Academy 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.

All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Students are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Students can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

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

Education for a connected world

IWF provides up to date information on web safety.

Generative Artificial Intelligence in Education

Nude image sharing / 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.

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. We will work collaboratively with the police to record incidents in a way which should not where appropriate have a long-term negative impact on young people.

Staff guidelines on how to seize and search an electronic device are to be found in the Behaviour Policy.

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

Filtering and monitoring

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

Firewall: Our Meraki firewall has an automatic deny rule in place for all devices on the network, preventing any unauthorized access to our network via the internet. Only specific in-house applications that require internet access are granted permission through the firewall.

Internet Filtering: Internet filtering is managed by Surfprotect, which restricts access to websites considered inappropriate for Academy use.Surfprotect logs all internet traffic and is implemented across all Academy desktops.

Screen Monitoring: Screen monitoring provided by Impero is installed on all Academy issued desktops and provides screenshots of computer screens that is deems has inappropriate content on. The DSL and DDSLs will monitor the Impero filter report daily. They will escalate and address concerns as appropriate under the safeguarding policy. Such actions will be recorded on CPOMS to allow for evaluation.

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

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

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

Appendix I - Types and Signs of Abuse

1. Definitions and Types of Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse, neglect, or exploit a child by inflicting harm or 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. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by those who know them or by others. **Moreover, abuse may include children causing harm to adults, often called 'child to parent' or 'care giver' abuse.**

Staff should be aware that abuse is rarely a stand-alone event that can be covered by one definition.

Abuse can be:

- **physical abuse,** for example beating or punching, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child;

- **emotional abuse,** for example rejection and denial of affection, **or verbal abuse such as criticism, belittling or name-calling.** It may involve serious bullying (including cyber bullying). It may also include seeing the ill treatment of another and/or causing children to feel frightened.

- **sexual abuse,** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

- **neglect**, for example failure to provide appropriate care including food, clothing, shelter and/or medical attention.

Some children may be particularly vulnerable and have an increased risk of abuse. We believe that all students have the right to be safeguarded from harm regardless of race, religion, ethnicity, age, gender, sexuality or disability. The Academy will give special consideration to, amongst others, children who have special educational needs; are vulnerable to being bullied; are looked after or living in unsupportive home situations.

2. Signs of abuse

There are possible signs of abuse which may indicate that a child is being abused. These signs are not evidence of abuse but may suggest abuse if a child exhibits several of them or if a pattern emerges. Signs include (but are not limited to):

- the student says that they have been abused or asks a question which gives rise to that inference

- there is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries

- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the student's behaviour
- Has experienced multiple suspensions and is at risk of, or has been permanently excluded
- the student's development is delayed
- the student is a young carer
- the student is bereaved
- the student is concerned about changing for PE
- the student loses or gains weight
- the student has self-harmed
- the student has suicidal ideation
- the student is displaying sexual knowledge or behaviour beyond that expected for his/her age
- is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- the student has low self-esteem/ is socially isolated
- the student has phobias/panic attacks
- the student appears neglected, e.g., dirty, hungry, inadequately clothed
- the student is reluctant to go home; or
- the student uses extremist terms or symbols to promote extremist messages.

Staff are aware that behaviours linked to students who take drugs, abuse alcohol, and truant or engage in sexting will put children in danger.
There are some indicators that a child may be abused to look out for in a parent:

- the parent having injuries themselves that may indicate domestic violence
- the parent being reluctant to provide information about injuries
- the parent being aggressive towards the child; or
- the parent having a history of mental health, drug or alcohol misuse.

3. <u>Child on Child abuse (including sexual harassment and violence):</u>

Children may be abused by adults or other children – Child on child abuse. Child on child abuse will never be tolerated or passed off as banter or part of growing up (zero tolerance**).** Child on child abuse (may be online) and include bullying, initiation/hazing violence and rituals, up skirting, sexting, consensual a non-consensual sharing of nude and semi-nude images and/or videos, physical and/or sexual violence and/or harassment and abuse within intimate partner relationships. However, child-on-child abuse also includes discriminatory behaviour, including racism, faith-targeted abuse and other prejudice-based incidents. All staff should recognise the gendered nature of child-on-child abuse. There is an understanding that the children may not be in the same year group and so there may be an imbalance of power. Any abuse by students will be subject to disciplinary action under the Academy's Behaviour policy, whilst at the same time recognising that it is a safeguarding issue for both the victim and the alleged perpetrator. Any incidents of child-on-child abuse that are reported to the safeguarding team are recorded on the working data base under the child-on-child tab and CPOMS. It will set out: nature, victim, perpetrator(s) who may also be a victim, location and time, action and support and outcome. It is acknowledged that if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Procedures are in place to minimise include: RSHE, external workshops. duty teams, prefects, reporting avenues, and staff training. Any such incidents will be managed under the following scenarios: manged internally, early help, referral to social care, report to the police.

4. **Domestic Abuse**

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

The Academy is signed up to Operation Encompass, which operates in all police forces across England. It helps police and Academies work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL or DDSL) in our Academy before the child or children arrive at the Academy the following day. This ensures that the Academy 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.

5. **Child Sexual Exploitation and Child Criminal Exploitation**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including 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 (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse could constitute modern slavery, and that a modern slavery referral should be completed where a potential victim is identified. The abuse can be a one-off occurrence or 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

may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

6. Harmful Sexual Behaviour (HSB)

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

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

• The age and stage of the children involved is a critical factor when considering the harm of the sexual behaviour. Children under 13 can never provide valid consent to sexual activity.

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

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

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

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

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

The NSPCC have a HSB framework, Brook Traffic Light Tool and Lucy Faithful Foundation. For young people concerned about their own sexual thoughts and behaviours - https://shorespace.org.uk/

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

Children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

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

7. Honour Based Abuse

1. Staff should be alert to any signs of '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. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Females are predominantly the victims, and the violence is often committed with some degree of approval and/or collusion from family or community members.

2. The Academy promotes mutual respect and tolerance of those with different faiths and beliefs. If a member of staff has a concern that a student may be at risk of honour-based violence, they should report it promptly to the DSL who will contact as appropriate external agencies.

3. Female Genital Mutilation (FGM) is a form of honour-based abuse. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse. Staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

4. There are a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, include

taking the girl out of the country for a prolonged period or talk of a 'special procedure' or celebration.

5. 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 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. Anyone failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining students. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Teachers should still consider and discuss any such case with the DSL.

6. The duty to report FGM to the police does not apply in relation to at risk or suspected cases. Teachers should follow the safeguarding procedures set out in this policy in those circumstances.

7. Forced marriage is a form of honour-based abuse. Staff should be alert to any signs of forced marriage. It is illegal and occurs where one or both people do not or, in cases of people with learning disabilities, cannot consent to the marriage and pressure is used. It is not the same as an arranged marriage. Children at risk of forced marriage might have their freedom unreasonably restricted or are being monitored by siblings.

8. Breast Ironing is a harmful cultural practice and is child abuse. Staff working with students must be able to identify the signs and symptoms of girls who are at risk of or have undergone breast ironing, these may include:

    - unusual behaviour after an absence from the Academy including depression, anxiety,
    - aggression, or withdrawn behaviours.
    - reluctance in undergoing normal medical examinations;
    - some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear;
    - fear of changing for physical activities due to scars showing or bandages being visible.
    - about the problem due to embarrassment or fear;
    - fear of changing for physical activities due to scars showing or bandages being visible.

Appendix J – Students Receiving Additional Support

1. Looked After Children

We have appointed a named teacher as the designated person for Looked after Children. Our designated person for Looked After Children is responsible for ensuring that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of our student's social workers and relevant virtual school Headteachers and that that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school Headteachers to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

2. Private Fostering

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

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

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

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

3. Students with special educational needs, disabilities or health issues

We recognise that Students with SEND or certain health conditions can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the students condition without further exploration
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils

- The potential for students with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in managing or reporting these challenges
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the Academy or being unable to understand the consequences of doing so
- Any abuse involving pupils with SEND will require close liaison with the DSL (or deputy) and the Special Education Needs Coordinator (SENCO).

The Academy offers extra pastoral support for these students through our inclusion department and the emotional support team.

4. Students with a social worker

Students may need a social worker due to safeguarding or welfare needs. The Academy recognises that a student's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a student has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the student's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral, emotional and/or academic support

This list is not exhaustive. Safeguarding concerns may affect any student, and staff should always consider the individual circumstances, lived experience and presenting needs of each student.

Appendix K – Racism and Preventing Radicalisation

1. Racism and Safeguarding

Many children and young people who come from Black, Asian and minoritised ethnic communities experience racism, bias, stereotyping or cultural misunderstanding as they grow up. It might happen at an individual, institutional or societal level and might be displayed consciously or unconsciously. This can result in some children being more likely to come to the attention of child protection services, while other children are less likely to receive effective support. Here is a link to Anna Freud's Anti Racism Template for schools.

2. Preventing radicalisation

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

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

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

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

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

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

Prevent Referral

1. If a member of staff has a concern about a student, they should follow the safeguarding procedures set out in this policy, including making a referral to the DSL. The DSL may also make a referral to Prevent a student is identified that may be at risk of being drawn into terrorism. This provides support at an early stage for people who are vulnerable to being drawn into terrorism. The Academy will co-operate with the police in undertaking the initial assessment. In circumstances where a student is being discussed, the Designated Safeguarding Lead will attend the panel meetings.

2. The Academy has a duty to give due regard to the need to prevent people from being drawn into extremism and terrorism (prevent duty). On an organisational level CHA will assess the risk of children being drawn into terrorism through a risk assessment. On an individual level staff will assess the risk of students being vulnerable to radicalisation. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is defined by HM Government as *"Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and*

tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas."

3. The Academy will seek to engage with students' parents. Staff will assist and advise parents who raise concerns and point them towards support mechanisms.

4. The Academy will build student's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Our curriculum promotes respect, tolerance and diversity. Students are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others. Staff should feel comfortable in challenging extremist views and narratives with students, colleagues or other people connected to the Academy

5. The Academy will filter and block websites and monitor usage of the internet, and act as needed, to endeavour to protect students from terrorist and extremist material through the Smoothwall system.

6. The Academy will ensure that the DSL undertakes awareness training to comply with the prevent duty. The DSL will provide advice and support to members of staff on protecting students from the risk of radicalisation.

7. The Department for Education has a dedicated helpline (020 7340 7264) that staff and trustees may use to raise concerns relating to extremism. They can also email counter.extremism@education.gov.uk . Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if we:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Appendix L – Adverse Circumstances - Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the Academy. 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.

1. Housing and Poverty

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

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

2. Parental Mental Health Problems

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

3. Parental Substance Misuse

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

4. Pupils who suffered 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 students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Redbridge Safeguarding Partnership have developed a guidance on Trauma Informed Practice which can be found here.

5. Child Mental Health

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

Education staff are well placed to observe students 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 student that is also a safeguarding concern, immediate action should be taken and speaking to the DSL or a DDSL. More information can be found using the following links: YoungMinds, Anna Freud Mentally Healthy Schools

6. Self-Harm and Suicide

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

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

Appendix M – Supporting children questioning their gender

The updated KCSIE guidance 2026 sets out the following requirements and guidance for Schools and Academies:

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

The Academy should:

- ensure that members of staff do NOT adopt any changes relating to social transition unless a decision has been made by the Academy and the child's parents/carers have been involved
- keep in mind that sometimes young children go through a period of questioning their gender, but for the majority this will not continue into adulthood
- take time to understand the thoughts and feelings of children who are questioning their gender and be appropriately professionally curious
- be aware of the potential vulnerabilities of these children (e.g. the possibility of complex mental health and psychosocial needs, for example relating to relationships with family and peers)
- consider adopting policies that maintain flexibility and avoid rigid rules based on gender stereotypes
- take a strong, proactive stand against all forms of bullying
- actively involve parents/carers where a child who is questioning their gender asks for support, unless there are circumstances where doing this would constitute a greater risk to the child than not involving

If a child or their parent/carer has raised a request relating to social transition to which the Academy is responding. The Academy:

- Must comply with our distinct but interacting obligations under safeguarding legislation and equality and human rights law, ensuring that any assessment of discrimination is informed by our evaluation of the welfare and best interests of the child and other children.

Further safeguarding requirements in relation to sports and school premisses

1. Sport

- The Academy can separate children according to their biological sex when playing certain competitive sports without discriminating unlawfully against them on the basis of their sex
- Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case, there must be no exceptions
- Where there are no safety concerns and a child makes a request relating to how they participate, the Academy will need to consider the request in light of advice on 'considering requests for support with social transition'

2. Safeguarding requirements relating to Academy premises

- The Academy must not allow children into toilets, changing rooms or showers designated for the opposite biological sex. This includes where the Academy is responding to a request to support social transition for children who are questioning their gender
- If a pupil who is questioning their gender doesn't want to use the toilet, changing rooms and showers designated for their biological sex, the Academy should consider whether they can provide alternative facilities that don't compromise the provision of single-sex facilities, or the safety, comfort, privacy or dignity of the child or any other children
- Where the Academy provides mixed-sex toilets in addition to single-sex toilets, you should assess safeguarding risks and plan accordingly (e.g. mixed-sex toilets should be individual, lockable rooms and open directly onto public areas)
- The Academy will keep a record of these situations, making sure they're communicated appropriately, and review them regularly

Appendix N - Children Who Are Missing and/or Absent From Education (CME)

All staff should be aware that students being absent from the Academy, 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 students being absent from education should be coordinated with safeguarding interventions.

Schools must monitor students' 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 Academy will also notify the local authority of a student who is to be deleted from the admission register under any of the prescribed regulations outlined in the Education (Pupil Registration) (England) Regulations 2016 amendments. The updated guidance makes clear that the DfE's Working Together to Improve School Attendance is now statutory guidance for children who are absent from education.

Local guidance for CME.

Appendix O – Abbreviations

Adverse Childhood Experiences	ACEs
Child Criminal Exploitation	CCE
Child Protection Online Monitoring System	CPOMS
Child Protection and Assessment Team	CPAT
Child Protection & Assessment Team	MASH
Child Sexual Exploitation	CSE
Children Who Are Missing and/or Absent From Education	CME
Deputy Designated Safeguard Lead	DDSL
Designated Safeguarding Lead	DSL
European Convention on Human Rights	ECHR
Female Genital Mutilation	FGM
Harmful Sexual Behaviour	HSB
Honour Based Abuse	HBA
Human Rights Act	HRA
Keeping Children Safe in Education	KCSIE
Looked after Children	LAC
Local Authority	LA
Local Authority Designated Officer	LADO
Relationships, Sex and Health Education	RSHE
Special Educational Needs and Disability	SEND
Special Education Needs Coordinator	SENCO