



Eastcourt Independent School Safeguarding and Child Protection Policy

Eastcourt Independent School fully recognises its responsibilities for safeguarding and child protection.

Policy agreed (date):	September 2026
Policy published (including on website) (date):	September 2026
Next review (date):	September 2027

Key Safeguarding Personnel				
Role	Photo	Name	Tel.	Email
Headteacher and Deputy DSL (DDSL) Senior Mental Health Lead (non-mandatory)		Miss Emma Redgrave	0208 590 5472	eredgrave@eastcourtschool.org.uk
Designated Safeguarding Lead (DSL) and Designated Teacher for Looked After Children		Mrs Janet Mitchell	0208 590 5472	jmitchell@eastcourtschool.org.uk
Deputy DSL (DDSL)		Mrs Giorgia Crosland	0208 590 5472	Year5C@eastcourtschool.org.uk
Nominated Advisory Board member and Chair of Advisory Board		Mr Martin Ayres	07444 771 379	m.ayres7677@btinternet.com
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2026)				

Redbridge Children's Social Care / MASH Safeguarding Referrals: Out of hours:	020 8708 3885 020 8708 5897
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If you believe a child is **at immediate risk** of significant harm or injury, you **must** call the police on 999.



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Introduction: Eastcourt Independent School is committed to safeguarding and promoting the welfare of children. We will fulfil our local and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2026)
- Keeping Children Safe in Education (2026)
- The procedures of the Redbridge Safeguarding Children Partnership
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers (2024)

The aim of this policy is to ensure:

- all our pupils are safe and protected from harm.
- safeguarding procedures are in place to help pupils to feel safe and learn to stay safe.
- adults in the school community are aware of the expected behaviours and the school's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a whole-school preventative approach to keeping children safe, including online that incorporates pupil health and safety; school behaviour management and preventing child-on-child abuse; supporting pupils with medical conditions; Relationships, Sex and Health (RSHE) education and Personal, Social, Health and Economic (PSHE) education; providing first aid and site security.



Consequently, this policy is consistent with all other policies adopted by the advisory board members and should be read alongside the following policies relevant to the safety and welfare of our pupils:

- Relationships, Sex and Health Education/PSHE - Online safety policy - Behaviour policy, incl. pupil use of mobile and smart technology	- Staff Behaviour Policy - Whistleblowing policy - Complaints policy - SEND policy - Health and safety policy	- Teaching and Learning policy - Equality Statement - Administration of medicines - Anti-Bullying - Prevent Policy
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This policy applies to all staff in our school. For the purposes of this policy:

- Staff** refers to all those working for or on behalf of the school, full-time or part-time, in a paid or regular voluntary capacity.
- A volunteer** is a person who performs an activity that involves spending time, unpaid in school (except for approved expenses).
- Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- Child** refers to all children on our school roll and any child under the age of 18 who comes into contact with our school. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at school, outside of school and online are within the scope of this policy.

Expectations

All staff must:

- read and understand this policy
- read Part 1 of KCSiE 2026 in full
- read any additional sections or annexes relevant to their role, including Part 5 where appropriate
- be alert to signs of abuse and wider safeguarding issues
- maintain professional curiosity
- record and report concerns promptly
- respond appropriately to disclosures
- contribute to support plans as required

All staff read Part 1 of KCSiE 2026 in full. The Part One overview may be used as a quick-reference aid but does not replace Part One. Staff with particular safeguarding responsibilities also read the additional sections and annexes relevant to their role, including Part 5, Annex A (further information) and Annex B (role of the DSL), where appropriate.

Advisory Board Members

As key strategic decision makers and vision setters for the school, the Advisory Board Members will make sure that our policies and procedures are in line with national and local safeguarding requirements. Advisory Board Members will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Key safeguarding roles
Whole school approach to broad and balanced curriculum embedding safeguarding teaching D/DSL training Designated teacher training KCSiE Part 1 (and Annex A and Part 5 for staff working directly with children)	Child-on-child abuse Pupil voice Online safety Whistleblowing Staff Behaviour Policy (for safer working practice), incl. low-level concerns about staff conduct Early help Mental Health	DSL (senior leader) DDSL Designated Teacher for Looked-After Children Senior Mental Health Lead Pastoral and wellbeing staff Nominated Advisory Board Member for whistleblowing Nominated Advisory Board Members for filtering & monitoring



Staff training, including regular safeguarding updates Children taught about keeping safe online Online safety training for staff Preventing radicalisation Teaching staff confidence to deliver RSHE/PSHE to all pupils Annual review of online safety arrangements	Multi-agency working Children who are absent and/or missing from education Children with SEND and a physical health issue Reporting abuse, incl. dealing with a child at immediate risk / Redbridge Safeguarding Children Partnership (RSCP) procedures Honour based abuse (HBA) Female Genital Mutilation (FGM) Behaviour policy Relationships, Sex and Health Education (RSHE) policy Staff contribution to policy Safeguarding policy review	Attendance Lead and Senior Attendance Champion
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Concerns and allegations management: Our chair of Advisory Board Member is responsible for liaising with the Local Authority Designated Officer for allegations (LADO) and other partner agencies in the event of an allegation of abuse being made against the Headteacher. See also 'Managing concerns and allegations against staff'.

Audit: The nominated advisory board member for safeguarding collaborates with the Headteacher and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment: Our advisory board monitor the school's safer recruitment practice, including scrutiny around DSL and /or headteacher monitoring of the Single Central Record.

Monitoring and review

The Headteacher ensures safeguarding procedures are understood and followed.

- Safeguarding is reported to the Advisory Board at least three times per year.
- Online safety and filtering/monitoring are reviewed annually.
- Safeguarding is an agenda item at every Advisory Board meeting and every staff meeting.
- This policy is reviewed annually or earlier if required.
- The nominated Advisory Board Member meets the DSL termly (six times per year).

Mandatory procedures – Staff and adults at school

Safer recruitment

All staff, volunteers and others engaged by the school are subject to safer recruitment processes and checks, and we follow Part 3 of KCSiE (2026). The school applies the revised regulated activity requirements introduced in 2026, including the removal of the former "supervision exemption". Volunteers who teach, train, instruct or supervise children on more than 3 days in a 30-day period, or overnight, are in regulated activity and the appropriate enhanced DBS check with children's barred list information is obtained. Where the EYFS framework applies, staff or volunteers do not begin work in the EYFS provision until the required enhanced DBS certificate, including barred list information where applicable, has been received.

At Eastcourt Independent School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff and teacher trainees on salaried routes) who work at the school.
- all Advisory Board Members of the proprietor body (for independent schools, academies and free schools).



Assurances are sought for contractors who are required on site, including identification checks on arrival. Appropriate vetting checks are carried out by the school for self-employed individuals.

Visitors and visiting speakers: All visitors complete a signing in/out process, wear a school ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in school. Scheduled visitors in a professional role (e.g. fire officer, police, NSPCC staff) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at school. Careful consideration is given to the suitability of any external organisations. School complete an assessment of the education value, the age appropriateness of what is going to be delivered by the scheduled visitor prior to booking a visit. If the visit is unscheduled and the visitor is unknown to the school, we will contact the relevant organisation to verify the individual's identity, if necessary.

Site safety: Risk assessments are undertaken and maintained in accordance with the school's health and safety policy. The school ensures that when our premises are hired or rented to other organisations (ASC, evening and weekend clubs) including shared site providers who work with children, those organisations adhere to the guidance for out-of-school settings.

Off site visits and exchange visits: We carry out a risk assessment prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers. We seek written assurances from any alternative provision provider that appropriate safer recruitment checks have been completed, and safeguarding policy & procedures are in place. A site visit is also completed by DSL and/or SENCO.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the RSCP flowcharts as appropriate. A copy of the flowcharts is taken on off-site visits for reference. Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our pupils.

See also Training.

Staff Behaviour Policy (for safer working practice): Eastcourt Independent School is committed to positive academic, social and emotional outcomes for our pupils underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour. The Staff Behaviour Policy sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children. Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Identifying the signs: All staff know how to recognise and are alert to indicators of abuse, neglect, exploitation and modern slavery, including harms occurring within or outside the home, in the community and online. Staff understand that safeguarding issues frequently overlap and maintain professional curiosity. Staff are alert to child-on-child abuse (including harassment and violence), prejudice-based harm including racism and faith-based prejudice, misogyny and misandry, child-to-parent/caregiver abuse, domestic abuse in children's own intimate relationships, stalking, financial exploitation, criminal and sexual exploitation, serious violence and online harms. Definitions and further information in KCSIE (2026), Working Together to Safeguard Children (2026) and safeguarding training are key reference points. All staff read Part 1 of KCSIE 2026 in full.

Responding to concerns/disclosures of abuse

Flowcharts provided The London Borough of Redbridge Safeguarding Team that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffroom and adult cloakrooms for easy reference.

Staff adhere to the organisation's safeguarding training requirements when concerned about abuse or when responding to a disclosure of abuse. Staff understand that they must NOT:

- take photographs of any injuries.



- postpone or delay the opportunity for the child to talk.
- take notes while the child is speaking or ask the child to write an account.
- try to investigate the allegation.
- promise confidentiality e.g. say they will keep 'the secret'.
- approach or inform the alleged abuser.

Staff must:

- record concerns on the standard form
- pass concerns to the DSL/DDSL immediately
- contact the Local Authority if DSL/DDSL unavailable

The DSL:

- liaises with safeguarding partners
- follows Working Together to Safeguard Children (2026) and local Redbridge safeguarding partnership procedures
- follows NPCC guidance on when to call the police
- monitors all children with concerns
- ensures the child's voice is central

Online safety: Online safety is a running and interrelated theme throughout safeguarding practice. Eastcourt's procedures reflect KCSIE 2026, including the four areas of online risk, filtering and monitoring, cyber security, mobile and smart technology, and the safe and effective use of generative AI. Online safety is included in induction, staff training, curriculum planning and safeguarding teaching. A personalised/contextualised approach is taken for children who may be more vulnerable, including some children with SEND and children who have experienced abuse.

The breadth of issues classified within online safety are considerable but can be categorised into **four** areas of risk:

- **CONTENT**: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **CONTACT**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **CONDUCT**: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **COMMERCE**: risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

School ensures that parents and carers are made aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online. Parents and carers are offered advice and guidance in support of identifying the risks that may be present to children online.

Eastcourt Independent School acknowledges that many children have extensive access to the internet through mobile and smart technology. The school follows its Mobile Phone/Smart Technology Policy and the statutory guidance on mobile phones in schools from September 2026. The school adheres to the DfE Filtering and Monitoring Standards and Cyber Security Standards. The effectiveness of filtering and monitoring is reviewed at least once every academic year by the senior leader responsible, with support from the DSL and IT support. Checks include all internet-connected devices in relevant locations and a written record is retained. Safeguarding incidents involving technology, including making or sharing nudes or semi-nudes, AI-generated or digitally altered sexual imagery ("deepfakes/deep nudes"), harassment, pornography or harmful content are managed as safeguarding concerns.



Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise young people, especially pupils and vulnerable adults. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through CEOP's www.Thinkuknow.co.uk and the Google Legends project along with: <https://www.google.co.uk/safetycenter/families/legends/>

Managing concerns and allegations against staff (including supply teachers, volunteers and contractors, and those from organisations or individuals using the school premises): Eastcourt Independent School follows the procedure set out by the RSCP 'Allegations against adults' flowchart which is displayed in the staffroom and adult cloakrooms for easy reference. Where anyone in the school has a concern about the behaviour of an adult (including online) who works or volunteers at the school, including supply staff and contractors, and those from organisations or individuals using the school premises, they must immediately consult the Headteacher who will refer to the Local Authority Designated Officer for allegations (LADO).

Any concern or allegation against the Headteacher will be reported to the Chair of the Advisory Board without informing the Headteacher. All staff must remember that the welfare of a child is paramount and must not delay raising concerns for fear a report could jeopardise their colleague's career. Eastcourt Independent School promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

In addition to the concern/allegation management process, the school's DSL will also refer suspected abuse to the Redbridge Safeguarding Children's Partnership as described in 'responding to a concern.'

All members of staff and volunteers have read and signed to confirm they have understood the school's Staff Behaviour Policy (for safer working practice), all supply staff and contractors are made aware of expectations of their behaviour.

Concerns and allegations reported relating to supply staff and contractors will be notified to their employers for investigation and potential referral to LADO.

Eastcourt Independent School will appoint a 'case manager' to lead any investigation where the reported allegation does not meet the allegations threshold to consider a referral to the LADO. This is the headteacher or where the headteacher is the subject of an allegation, the chair of the advisory board.

Managing low-level concerns about adults: The school operates a 'low-level' concerns policy in accordance with KCSIE. 'Low-level' refers to behaviour that is: inconsistent with expectations set out in the Staff Behaviour Policy, including inappropriate conduct outside of work, and/or does not meet the allegations threshold, or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns will be reported to the headteacher; low-level concerns about the headteacher will be reported to the chair of the advisory board. Eastcourt Independent School will:

- ensure all staff are clear about what appropriate behaviour is (as set out in the Staff Behaviour Policy), and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empower staff to share any low-level safeguarding concerns;
- provide a responsive, sensitive and proportionate handling of such concerns when they are raised, for both the child/ren and the adult; and,
- respond to reports of low-level concerns in accordance with our HR conduct procedures by addressing unprofessional behaviour and support the individual to correct it at an early stage. If the concern has been raised via a third party, the headteacher will collect as much evidence as possible by speaking:
 - directly to the person who raised the concern, unless it has been raised anonymously;
 - to the individual involved and any witnesses.



Reporting low-level concerns helps to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff. Staff are encouraged to self-refer where they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All low-level concerns will be recorded in writing, retained and reviewed to help recognise any weakness in the school safeguarding system so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

Whistleblowing: In accordance with our school's whistleblowing policy and procedures all staff and pupils can raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime. Our whistleblowing procedures (including our child-friendly whistleblowing mechanisms), which are also reflected in staff training and our staff behaviour policy, and shared with pupils, are in place for such concerns to be raised with the Headteacher. Systems are in place and well promoted so that children can confidently report concerns or abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

If a staff member feels unable to raise an issue with the Headteacher or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline

Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.

- A member of the Advisory Board: Mr Martin Ayres (07444 771 379) m.ayres7677@btinternet.com

Escalation of concerns: Effective working together depends on an open approach and honest relationships between colleagues and between agencies. Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Record keeping and information sharing

The school:

- liaises with partner organisations (alternative provisions, Local Authority) to ensure any safeguarding records for learners are shared on transition and within 5 days for an in-year transfer or within the first 5 days of the start of a new term:
 - by the setting/school/organisation previously attended by the child.
 - by our DSL when the child leaves our school.

For any child dual-registered with another school/setting/organisation, the school continues to be responsible for the safeguarding of the placed pupil thus the DSL will regularly liaise with the DSL at that base to ensure information is shared in the child's best interests. This includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

- keeps clear and comprehensive written records of all pupil safeguarding and child protection concerns using a standard recording form/electronic recording system, with a body map, including how the concern was followed up and resolved as well as a note of any action taken, decisions reached and the outcome. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program, etc.
- ensures all pupil safeguarding and child protection records are kept securely in a locked location.
- ensures the records incorporate the wishes and views of the pupil.



The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (May 2024) and in line with the Local Authority Record Keeping Guidance which includes details about file retention. Information about pupils at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify The London Borough of Redbridge Children's Social Care. We follow this up by contacting Children's Social Care directly.

Mandatory procedures – Supporting children

A culture of listening to children: We have a whole school approach to listening to children and have systems in place which create an environment where children feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the child at their heart.

Children can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our pupils. We regularly gather pupil voice via forums and surveys, this data informs our practice and policies.

Curriculum – teaching about safeguarding

Our pupils access a broad and balanced curriculum (age and stage of development appropriate) that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety, and well-being. The PSHE and citizenship curriculum, incorporating Relationships, Sex and Health (RSHE) education specifically includes the following objectives:

- Developing pupil self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Examples of topics:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to-sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Remote learning



If the school is required to change the way provision to children is offered due to exceptional circumstances e.g. during a pandemic lockdown, self-isolation, staff responsibilities to remain alert to the signs and risks of abuse to children will continue to apply. In such circumstances:

The DSL will:

- work closely with social care and partner agencies to support children in these circumstances and to identify children who may be at risk for the first time and/or benefit from additional support
- use specific local and national guidance about safeguarding in such circumstances to inform practice e.g. UK Safer internet centre guidance, DfE safeguarding and remote education and will ensure staff, children, and families are provided with written:
 - amended DSL arrangements as required (names, location and contact details)
 - temporary changes to procedures for working with children e.g. online.
 - amended procedures for reporting concerns
 - safeguarding training arrangements
 - timescales for such changes so that all children, families and staff understand when such arrangements will end, and arrangements revert to those in place prior to the events leading to the need for the temporary changes.

We will ensure the curriculum we offer during such circumstances, continues to promote learners' spiritual, moral, cultural, mental and physical development.

Support before statutory intervention / Family Help: At Eastcourt Independent School, all staff are prepared to identify children who may benefit from support before statutory intervention. This may include universal services and community-based early help, or targeted early help through Family Help. Staff discuss concerns promptly with the DSL/DDSL and understand the local thresholds and referral pathways for targeted Family Help, children in need under section 17 of the Children Act 1989, and child protection enquiries under section 47.

The D/DSL uses:

- The Redbridge Safeguarding Children's Partnership (MASH and Early Support Hub).
- The Digital Assessment and Referral Tool as appropriate as part of a holistic assessment of the child's needs.
- The Multi-Agency Thresholds guidance for Safeguarding Children on the RSCP website about suitable action to take when a pupil has been identified as making inadequate progress or having an unmet need.
- Liaises with the Local Authority SEND service
- Various resources to identify and respond to harmful sexual behaviour

Children with Special Education Needs and Disabilities (SEND) or physical health issues: Pupils with additional needs or certain health conditions face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the pupil's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in pupils with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying (including prejudiced-based bullying).

To address those additional challenges, extra pastoral support is considered for children with SEND or physical health issues and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify pupils with additional communication needs and whenever possible, these pupils are given the chance to express themselves to a member of staff with appropriate communication skills.

Children who are lesbian, gay or bisexual, or who are questioning their gender: The school recognises that being lesbian, gay or bisexual is not in itself a safeguarding risk. However, children who are LGB, or perceived to be LGB, can be targeted by other children and may face bullying, discrimination or abuse. Staff provide a



safe space for children to speak to a trusted adult and respond to any safeguarding concern. Where a child is questioning their gender, safeguarding decisions are child-centred and consider the individual child's welfare, family context, risk of bullying or social isolation and any relevant statutory guidance. Staff do not make assumptions about the cause of distress or vulnerability and involve parents/carers where appropriate and safe to do so.

When supporting a gender-questioning child, the school adopts a cautious, child-centred approach. Decisions are made in partnership with parents and carers, taking into account the child's individual needs, any available clinical advice and wider safeguarding considerations such as the risk of bullying or social isolation. Any emerging concerns or requests for support will be discussed with parents and the pupil as appropriate.

Artificial Intelligence (AI) (please also see Eastcourt's Policy/Guidance on the Use of AI): The school recognises that generative AI can support education but also creates safeguarding risks. These include harmful or age-inappropriate content, grooming, bullying, impersonation, misinformation, privacy/data risks and the creation or manipulation of sexual imagery, including AI-generated "deepfakes" or "deep nudes". Any AI-related incident affecting a child is treated according to its safeguarding context, not simply as a behaviour or technology issue. New AI tools are risk assessed before school use and staff and pupils are taught about safe, lawful and responsible use. The school follows current DfE guidance on generative AI in education and KCSIE 2026.

Generative artificial intelligence tools may support teaching, learning and professional practice, but staff must remain alert to the safeguarding, privacy and misinformation risks associated with their use. Particular concerns include harmful or age-inappropriate content, grooming, bullying, impersonation and the creation or sharing of manipulated or AI-generated images, audio or video.

All staff must be aware of the safeguarding risks associated with AI. A risk assessment will be completed for any new AI tool introduced for use within the school. Any use of AI to access harmful content, bully others or compromise pupil safety will be addressed in line with this Child Protection Policy and the school's Anti-Bullying (Countering Bullying) Policy. The school follows relevant DfE guidance on the safe and responsible use of AI.

Restrictive interventions, including reasonable force: Eastcourt follows current DfE guidance on restrictive interventions and reasonable force. Any use of force must be lawful, necessary, proportionate, for the minimum time required and use no more force than is necessary. Staff consider whether a child has SEND, a medical condition, trauma or other vulnerability and use positive, proactive support to reduce the need for restrictive intervention. Any safeguarding concern arising from the use of force is reported and managed under this policy. See also the school Behaviour and Restrictive Interventions policies.

All staff will follow our behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'restrictive interventions.' Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour. For full details, please see our Restrictive Interventions Policy.

Mandatory procedures – Specific forms of abuse and safeguarding issues

Child-on-child abuse (including harassment and violence): All children have a right to attend school and learn in a safe environment. Child-on-child abuse is unacceptable, preventable and always treated as a safeguarding issue. It may occur inside or outside school and online, and can involve serious physical harm, threats involving weapons, sexual harassment/violence, bullying, prejudice-based abuse, misogynistic or misandrist behaviour, abuse in intimate relationships, initiation/hazing, upskirting, and the consensual or non-consensual making or sharing of nudes or semi-nudes, including images digitally altered or generated using AI. The school considers safeguarding needs of both the victim and the child alleged to have caused harm, recognising that a child displaying harmful behaviour may also have experienced abuse or exploitation. Reports are never dismissed as "banter" or an inevitable part of growing up.

- bullying (including cyber bullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers



physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm

- 'upskirting' or any picture taken under a person's clothing without their permission or them knowing to obtain sexual gratification or cause humiliation, distress or alarm.
- causing someone to engage in sexual activity without consent
- initiation/hazing type violence and rituals.
- consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting)
- sexual violence and sexual harassment between children, as defined by Sexual offences act 2003 which considers rape, assault by penetration and sexual assault, all types of sexual violence. Sexual violence and sexual harassment can be between two children, or a group of children and can occur online and offline.

Consequently, child-on-child abuse is dealt with as a safeguarding issue, recorded as such, and not managed through the systems set out in the school behaviour policy. Any pupil who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by child-on-child abuse, will be supported through the school's pastoral system and the support will be regularly monitored and reviewed.

We will address inappropriate behaviour (even if it appears to be relatively innocuous) as this can be an important intervention that may help prevent problematic, abusive and/or violent behaviour in the future.

We acknowledge that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. Staff maintain an attitude of 'it could happen here' where safeguarding is concerned.

We minimise the risk of child-on-child abuse by providing:

- a relevant, effective curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, and the mandatory teaching of Relationship Education, Relationship and Sex Education and Health Education
- established/publicised systems for pupils to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously
- training to all staff so they understand that child-on-child abuse can and does happen and are trained to be alert to any behaviours that could cause concern
- a clear procedure for all staff to report all incidents as a safeguarding concern to the school D/DSL.

Child-on-child sexual violence and sexual harassment: The DSL will follow local and national guidance when there has been a report of sexual violence and harassment between children. This will include liaising with other professionals to develop robust risk and needs assessments and multi-agency safety planning with appropriate specialist targeted work for pupils who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life. The DSL will record specifically the time and location of the incident, and any action required to make the location safer.

The NSPCC has a dedicated helpline 0800 136 663 to provide children who are victims of sexual abuse in schools with appropriate support and advice. The helpline also provides support to parents and professionals.

Serious violence: Staff are alert to indicators that a child may be at risk from, or involved in, serious violence. Risk may be linked to exploitation, gangs/organised criminal networks, weapon carrying, repeated absence, changes in peer groups, unexplained gifts or money, changes in wellbeing, exclusions or repeated removal from class, substance misuse, online activity or other contextual factors. The school responds early, shares information appropriately and works with safeguarding partners. A child involved in offending may also be a victim of coercion, criminal exploitation or modern slavery and is safeguarded accordingly.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.



Staff are trained to recognise both the early warning signs of contextual risks and that pupils may be susceptible to exploitation and getting involved in gangs as well as indicators that a pupil is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Children who are absent and/or missing from education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Absent from education persistently, or for prolonged periods and/or on repeat occasions
- Missing – whereabouts unknown or
- Missing education – (compulsory school age (5-16) with no school place and not electively home educated)

The designated teacher for CLA and care leavers discusses any unauthorised/unexplained absence of Child Looked After with Virtual School when required.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend school regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows current Redbridge and London safeguarding procedures and consults/refers to Redbridge Children's Social Care/MASH as appropriate.
- there are no known welfare concerns about a pupil, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

Mental health: All staff understand that mental health difficulties may be a safeguarding concern in their own right, may be an indicator that a child has suffered or is at risk of abuse, neglect or exploitation, and may increase vulnerability to harm. Staff are alert to changes in behaviour, attendance, engagement, relationships, presentation or emotional wellbeing. Where a mental health concern is also a safeguarding concern, staff report it immediately through the school safeguarding procedures. The DSL liaises with the Senior Mental Health Lead and, where available, relevant mental health services, while ensuring that safeguarding action is not delayed by a referral for mental health support.

Staff understand that:

- abuse and neglect, or other potentially traumatic adverse childhood experiences can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how
- these experiences can impact on children's mental health, behaviour and education.
- they have a duty to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, they will report this concern using the agreed reporting mechanisms.

Domestic abuse: Staff understand that domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional harm, including where they see, hear or experience its effects.

The DSL liaises with partner agencies within the local authority. When police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the DSL ensures the organisation receives up to date relevant information about the child's circumstances and will ensure key staff provide emotional and practical support to the child according to their needs.



Preventing radicalisation: Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties and is similar in nature to protecting pupils from other forms of harm and abuse. Staff use their judgement in identifying pupils who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a pupil. The D/DSL will always act proportionately, and this may include making a Prevent referral to the Channel support programme or to the Local Authority Children's Services.

Female Genital Mutilation (FGM): FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Forced Marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Since February 2023 it has been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. Staff will inform the D/DSL immediately if they suspect a child is at risk of forced marriage.

EYFS – Additional requirements (Also please refer to EYFS Child Protection Additional Guidance): This Safeguarding Policy, which applies to the whole school, also applies to the EYFS and details our procedures for safeguarding in the EYFS. We inform Ofsted immediately (on the same day), or as soon as is reasonably practicable, but certainly within 24 hours, of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere). This could include any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Safeguarding training for staff will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in well-being, physical indications, or comments which give cause for concern), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children.

Staff training

Induction: The welfare of all our pupils is of paramount importance. All staff including Advisory Board and regular volunteers are informed of our safeguarding policy and procedures including online safety, at induction. Our written induction schedule for staff also includes:

- Safeguarding and Child Protection policy and procedures
- Online safety
- KCSiE update
- Whistleblowing policy
- Behaviour Policy (pupils)
- Staff Behaviour Policy (or Code of Conduct)
- Role and identities of the DSL and DDSL
- The school's response to children who are absent and/or missing from education, and the school's protocol about managing absence
- Procedure to follow in case of an allegation being raised against an adult
- Professional disagreement and escalation including to the RSCP

Safeguarding training: All staff receive appropriate safeguarding and child protection training, including online safety and the expectations, roles and responsibilities relating to filtering and monitoring, at induction. Training is regularly updated and all staff receive safeguarding and child protection updates as required and at least annually. From September 2026, all staff read Part 1 of KCSiE 2026 in full; the former condensed Annex A has been removed. Training and updates include relevant changes in KCSiE 2026, Working Together to Safeguard Children 2026, Family Help, child-on-child abuse, exploitation, modern slavery,



prejudice-based harm, serious violence, mental health, mobile/smart technology, generative AI and local Redbridge procedures.

Advanced training: The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to school needs. Their knowledge and skills are refreshed at least annually e.g. via e-bulletins or safeguarding networking events with other D/DSLs. The D/DSL attend Local Authority Safeguarding Training.

Safer Recruitment: At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Designated Teacher for Children Looked After and Children Previously Looked After: The designated teacher for looked after children has attended training specific to the role.

Preventing Radicalisation: All staff undertake Prevent awareness training.

Staff support: Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Advisory Board: As well as the school's safeguarding induction programme, all Advisory Board Members receive appropriate safeguarding and child protection (including online) training at induction. Safeguarding training is updated annually. Advisory Board Members are also encouraged to attend whole school safeguarding and child protection training.

September 2026 KCSIE update – Eastcourt implementation

This policy has been reviewed against Keeping Children Safe in Education 2026 (in force 1 September 2026) and Working Together to Safeguard Children 2026. In particular, Eastcourt has updated arrangements for: all staff reading Part 1 in full; Family Help and community-based early help; prejudice-based harm; modern slavery and exploitation; child-on-child harassment and violence; mental health and serious violence; information sharing and structured transfer summaries; DSL cover; annual filtering and monitoring effectiveness checks; generative AI; mobile phones and smart technology; reasonable force/restrictive interventions; safer recruitment and the removal of the former supervision exemption for regulated activity; and safeguarding responsibilities relating to trainee teachers and third-party organisations.



APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS

Types of Abuse and Neglect Including Specific Safeguarding Issues: We are aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and could include:

Abuse and Neglect; Neglect (Physical or Emotional); Physical Abuse; Emotional Abuse; Child-on-child Abuse; Extremism/Radicalisation; Domestic Violence; Drug/Alcohol Abuse; Emotional Abuse; Abuse of Trust; Sexual Abuse; Children who Sexually Abuse; Witnessing Domestic Abuse or Violence; Child Sexual Exploitation (CSE); Child Exploitation and Online Safety; Pupil Sexual Exploitation; Pupil Exploitation and Online Safety; Female Genital Mutilation (FGM); Forced Marriages; Fabricated or Induced Illness; Faith Abuse; Safeguarding Disabled Children; Disability and Vulnerability; Honour-Based Violence; Private Fostering; Elective Home Education; Vulnerable Groups; Bullying including Cyber Bullying; Vulnerable Pupils; Children in Need; Child Missing Education (Children who run away or go missing); Child Missing from Home or Care; Missing Children and Adults Strategy; Young Carers; Cared for Children and Significant Harm; Gangs and Youth Violence; Gender-Based Violence/Violence Against Women and Girls (VAWG); Hate; Mental Health; homelessness; family members in prison; Preventing Radicalisation; Teenage Relationship Abuse; Sexting; Trafficking. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites.

PHYSICAL ABUSE: The nature of physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins; injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, it should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse/factors that should increase concern include:

- Multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- Marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- Bite marks; deliberate burning may also be indicated by the pattern of an instrument or object – e.g. electric fire, cooker, cigarette; scalds with upward splash marks or tide marks; untreated injuries; injuries to genital areas;
- Recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable;
- If a child has an injury which they cannot explain, where the parent or child is apparently secretive or evasive or if the explanation does not appear to match the injury.

EMOTIONAL ABUSE: Definition of emotional abuse: The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including Cyber Bullying), causing children frequently to feel frightened or in danger, or the



exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Emotional abuse may involve serious bullying, including cyberbullying. Staff are provided with up-to-date guidance to deal with all forms of bullying, including guidance regarding cyberbullying.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. Abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence – can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development, poor school performance and speech disorders, particularly sudden disorders or changes.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

Behaviour: Acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (“I’m stupid/ugly/worthless” etc.); neurotic behaviour (such as rocking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

NEGLECT is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging; children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don’t keep it to yourself.



Physical indicators of neglect include: constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; or arriving early at school/leaving late; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

SEXUAL ABUSE: The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): The school recognises that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. Staff recognise that CCE can often be facilitated by technology, including the targeting of young people via social media or the provision of devices in exchange for or to support criminal activity. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

We recognise that children who have been exploited will need additional support to help maintain them in



education. CSE 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. We draw on support from the Multi-Agency practice Principles for Responding to Child Exploitation to help tackle child exploitation.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

SPECIFIC SAFEGUARDING ISSUES

Our staff are aware of safeguarding issues - some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including Cyber Bullying), gender based violence/sexual assaults and sexting.

CHILD-ON-CHILD ABUSE: Our staff are clear as to the school's policy and procedures with regards to child-on-child abuse and we follow KCSIE and WTTSC. See paragraph '**Concerns and allegations of abuse made against other children (Child-on-child Abuse)**' inclusive of sexting and banter for the procedures we take to minimise the risk of child-on-child abuse and how allegations will be investigated and dealt with.

Making or sharing nudes and semi-nudes (including AI-generated or digitally altered images): Please refer to our Child-on-Child Abuse Policy. All incidents involving the making or sharing of nude or semi-nude images by children require a safeguarding response, whether consensual or non-consensual. Images may be self-generated, taken by another person, digitally altered or wholly generated using AI. Staff must not view, copy, print, forward or save such imagery unless specifically directed by the DSL and permitted by current national guidance. The DSL follows current UKCIS/DfE guidance, considers immediate risk, coercion, grooming, age, vulnerability, distribution and the nature of the imagery, and refers to children's social care and/or police where required.

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and schools: responding to incidents and safeguarding young people'. Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery. The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to Children's Social Care or the Police as appropriate. Immediate referral at the initial review stage should be made to Children's Social Care/Police if;

- the incident involves an adult;



there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);

- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- the imagery involves sexual acts, and/or the imagery involves anyone aged 12 or under;
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to Children's Social Care or the police. In applying judgement, the DSL will consider if;

- there is a significant age difference between the sender/receiver;
- there is any coercion or encouragement beyond the sender/receiver;
- the imagery was shared and received with the knowledge of the child in the imagery;
- the child is more vulnerable than usual i.e. at risk;
- there is a significant impact on the children involved;
- the image is of a severe or extreme nature, and/or the child involved understands consent;
- the situation is isolated or if the image has been more widely distributed;
- there are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances, the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This guidance reflects the UKCCIS Guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439KGNCSEXtinginSchools

Removal of sexual images/videos: If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the [Internet Watch Foundation \(IWF\)](#). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.

Upskirting: 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We provide outdoor-safety lessons/assemblies to our pupils, to help combat this risk, focusing on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.



CHILD CRIMINAL EXPLOITATION: COUNTY LINES: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters or have their bank accounts used to facilitate drug dealing.

MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims

CHILDREN AND THE COURT SYSTEM: Eastcourt Independent School recognises that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. We recognise this can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service and this may be useful for some parents and carers.

CHILDREN MISSING FROM EDUCATION: All staff should be aware that children being absent from school, 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, which may include 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, ‘honour’-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff receive training on the schools unauthorised absence and children missing from education procedures.

CHILDREN WITH FAMILY MEMBERS IN PRISON: Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor



mental health. Our staff use information provided by [NICCO](#) to support any pupils who have parents in prison, to help mitigate negative consequences for those children.

CYBERCRIME: Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). We take advice to ensure that our security procedures for our IT Infrastructure are effective and should staff have concerns about a child's involvement with cybercrime, they will refer this to the DSL, who may contact [Cyber Choices Programme](#). We also ensure our systems meet the [Cyber Security Standards](#) – set out by the DfE.

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

Indicators of Honour-based violence: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

Actions if HBV is suspected: If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with Police and Children's Services. In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. We become concerned if the child or young person is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

FEMALE GENITAL MUTILATION (FGM): This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Circumstances / symptoms that may point to FGM happening include:

- a child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- a child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- unusual behaviour after a school absence/reluctance to undertake usual medical examinations and
- asking for help, but not detailing the problem in full due to fear or embarrassment.

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure



by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

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

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. It is also a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial ‘marriages’ as well as legal marriages. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. School and staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

HOMELESSNESS: Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. Our designated safeguarding lead, deputy DSL and SLT are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff are still alert to the signs that families of pupils may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children’s social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Factsheets](#). The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

GANGS AND YOUTH VIOLENCE: We will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.

DOMESTIC VIOLENCE AND ABUSE: The Home Office define domestic abuse as: *“Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality”*.

Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to Children’s Services and/or the Police as necessary. In circumstances where there have been 3 known incidents of domestic abuse, a referral must be made to Children’s Services. In December 2015 a new criminal offence of coercive and controlling behaviour came into force in England and Wales. This means that repeated patterns of non-physical behaviour



(emotional abuse and control) within relationships are now considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met.

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[NSPCC- UK domestic-abuse Signs Symptoms Effects](#)

[Refuge what is domestic violence/effects of domestic violence on children](#) [Safelives: young people and domestic abuse](#)

BULLYING - *Please also refer to our Anti-Bullying Policy, which sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school.* This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- physical: pushing, hitting, kicking, pinching etc.
- verbal: name-calling, spreading rumours, constant teasing and sarcasm
- emotional: tormenting, ridiculing, humiliating, ignoring, racial: taunts, graffiti and gestures; Religious / cultural
- sexual, sexist or homophobic: unwanted physical contact or abusive comments
- cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc., a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. The majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an Early Help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services



PRIVATE FOSTERING ARRANGEMENTS: A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Eastcourt Independent School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Redbridge Council of the circumstances.

LOOKED AFTER CHILDREN: The most common reason for children becoming looked after is as a result of abuse and neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility. The designated teacher and Member of the Advisory Board for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role. The designated teacher for children looked after and the DSL have details of the child's social worker and the name and contact details of the Redbridge Head of Virtual School.

TRAFFICKED CHILDREN: Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where the School is made aware of a child is suspected of or actually being trafficked/exploited, including being in Private Fostering, the DSL will report our concerns to Children's Social Care.

RADICALISATION: KCSIE define radicalisation as 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups'. Extremism is 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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

The above list is not exhaustive. As safeguarding legislation and guidance develops, we will review and update this policy as appropriate and in line with the Redbridge Safeguarding Children Partnership (RSCP), the local authority and current statutory guidance to ensure our school remains a safe place to learn and work.



APPENDIX 2 – MAIN RESPONSIBILITIES OF THE DSL, DEPUTY DSL, ADVISORY BOARD MEMBERS AND THE HEADTEACHER:

Main Responsibilities of the DSL: Our Proprietor ensures that a member of the Senior Leadership Team, is appointed to the role of the DSL and has the appropriate status and authority within our school to carry out the duties of the post including maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below.

The DSL takes **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL has the additional time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL. Whilst the activities of the designated safeguarding lead may be delegated to appropriately to the DDSL, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability: During term time, our designated safeguarding lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns, either in person or via phone/video call. The school will organise adequate and appropriate cover arrangements for any out of hours/out of school time activities including when the school is closed.

Managing Referrals includes: The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required, the LADO for child protection allegations which concern a member of staff or volunteer, the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- support staff who make referrals to local authority children's social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required. When to call the police gives guidance on when to consider calling the police and what to expect when working with the police.

Work with others: The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners;
- liaise with the Headteacher to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs)), on matters of safety and safeguarding and welfare (including online and digital safety): when deciding whether to make a referral by liaising with relevant agencies and so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;



promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school. Working with the Headteacher and other staff, the designated safeguarding lead should take lead responsibility for:

- ensuring that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Undertake training, which includes: The DSL and deputy DSLs undergo training specific to be updated every 2 years (including prevent awareness training). In addition, they continually (and at least annually) refresh their knowledge and skills in order to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments and social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the filtering and monitoring systems the school has in place, ensuring they are compliant with the Filtering and Monitoring Standards and reviewing these regularly to ensure effectiveness;
- understand when a crime may have been committed and at what stage to contact the police. (When to call the Police (NPCC));
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Information sharing and managing the child protection file: The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of (KCSIE: September 2026).



Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving in order to help them put in place the right support to safeguard this child and to help the child thrive in the school. For example, information that would allow the new school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness – The Designated Safeguarding Lead will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietor regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children 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.

Training, knowledge and skills: The designated safeguarding lead and deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The designated safeguarding lead undertakes Prevent awareness training. This training provides the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025;
- understand the importance of information sharing with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;



can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, we give time for their knowledge and skills be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or through reading and digesting safeguarding developments) at regular intervals, as required, and at least annually, supporting the DSLs' understand and keeping up with any developments relevant to their role.

Understanding processes and procedures: Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, in order to:

- understand the assessment process for providing early help and statutory services, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; and
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Holding and sharing information: The critical importance of holding, using and sharing information effectively is set out in (Parts one and two of KCSIE: September 2026), and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, including the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025; and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Responding to specific needs and harms: Training should give the designated safeguarding lead the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk. This includes to:

- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health needs and young carers;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- understand and support the school with regard to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;



understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school; and

- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support children with SEND to stay safe online.

Proprietor: The Proprietor, who receives from the DSL a safeguarding report at each meeting has a corporate responsibility for all safeguarding matters relating to the pupils of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the named Proprietor will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the RSCP, local authority and LADO as and when required by this policy;
- with the DSL, jointly produce the written annual review/audit and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review, which is shared with the local authority;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols; monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the school, if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHE;
- ensure the school contributes to multi-agency working in line with Working Together to Safeguard Children 2026 through effective communication, information sharing and cooperation with local agencies.

The Headteacher and the DSL will:

- ensure that the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of pupils is dealt with in accordance with the school's Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith; ensure that pupil's safety and welfare are addressed through the curriculum and be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.

APPENDIX 3 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the Local Authority Designated Officer (LADO) is reflected in Working Together to Safeguard Children 2026, KCSIE 2026 and current Redbridge procedures. The LADO provides advice and oversight where an allegation or concern relates to a person who works with children, whether paid, unpaid, voluntary, agency, casual, contracted or self-employed. The LADO must be contacted without delay and within one working day where the relevant allegations threshold is met, including where it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child; possibly committed a criminal offence against or related to a child; or behaved towards a child or children in a way that indicates they may pose a risk of harm to children.



There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence; enquiries and assessment by children's social care about whether a child is in need of protection or in need of services; consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- managing and overseeing individual cases from all partner agencies.
- ensuring the child's voice is heard and that they are safeguarded.
- ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

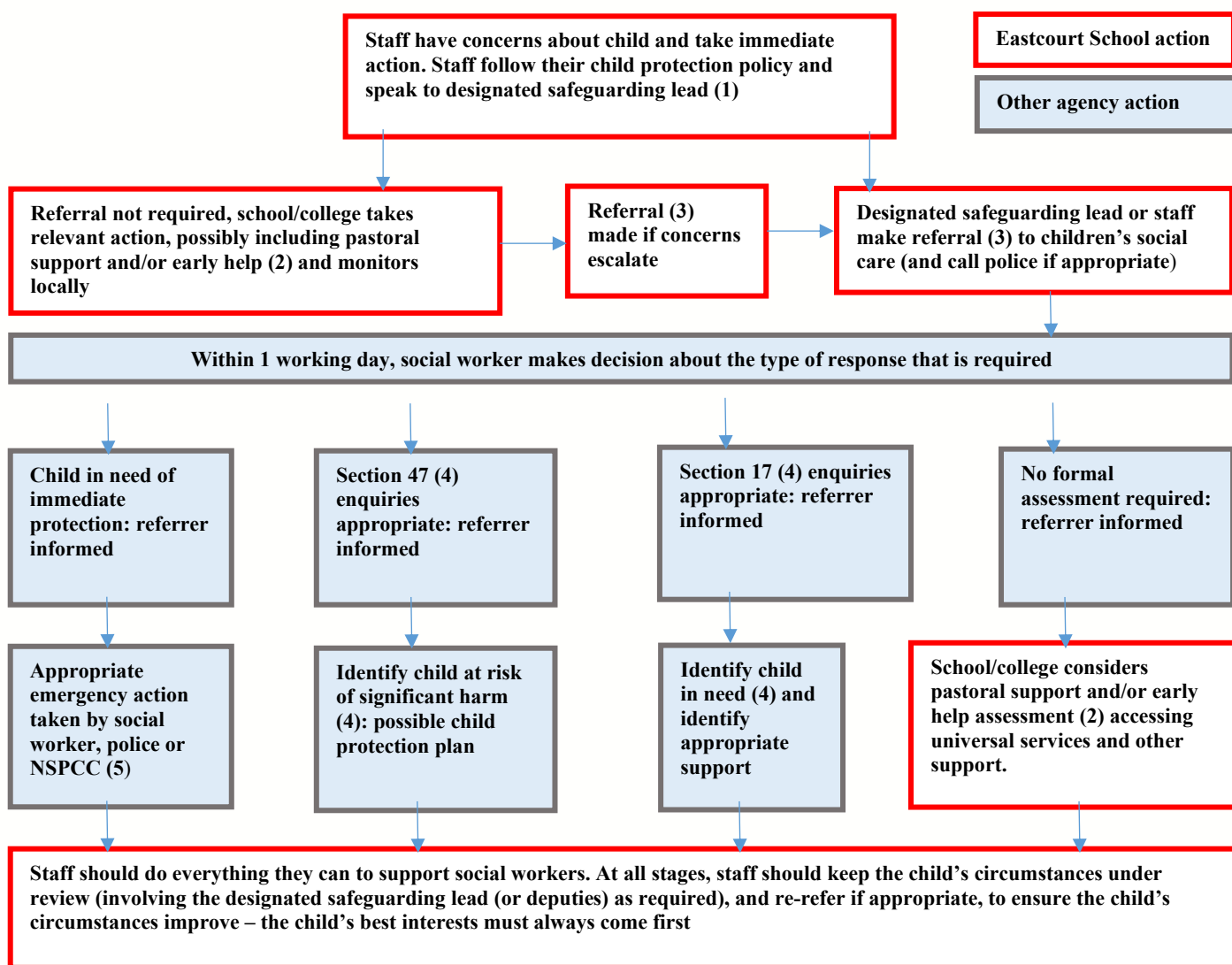
The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

MAKING A DECISION

Further guidance on thresholds and referrals is provided through the current Redbridge Safeguarding Children Partnership guidance, "Working Together in Redbridge: Supporting Families and Keeping Children Safe", and the London Safeguarding Children Procedures Threshold – Continuum of Need Matrix.



APPENDIX 4 – ACTIONS REQUIRED BY KCSIE WHERE THERE ARE CONCERNS ABOUT A CHILD



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

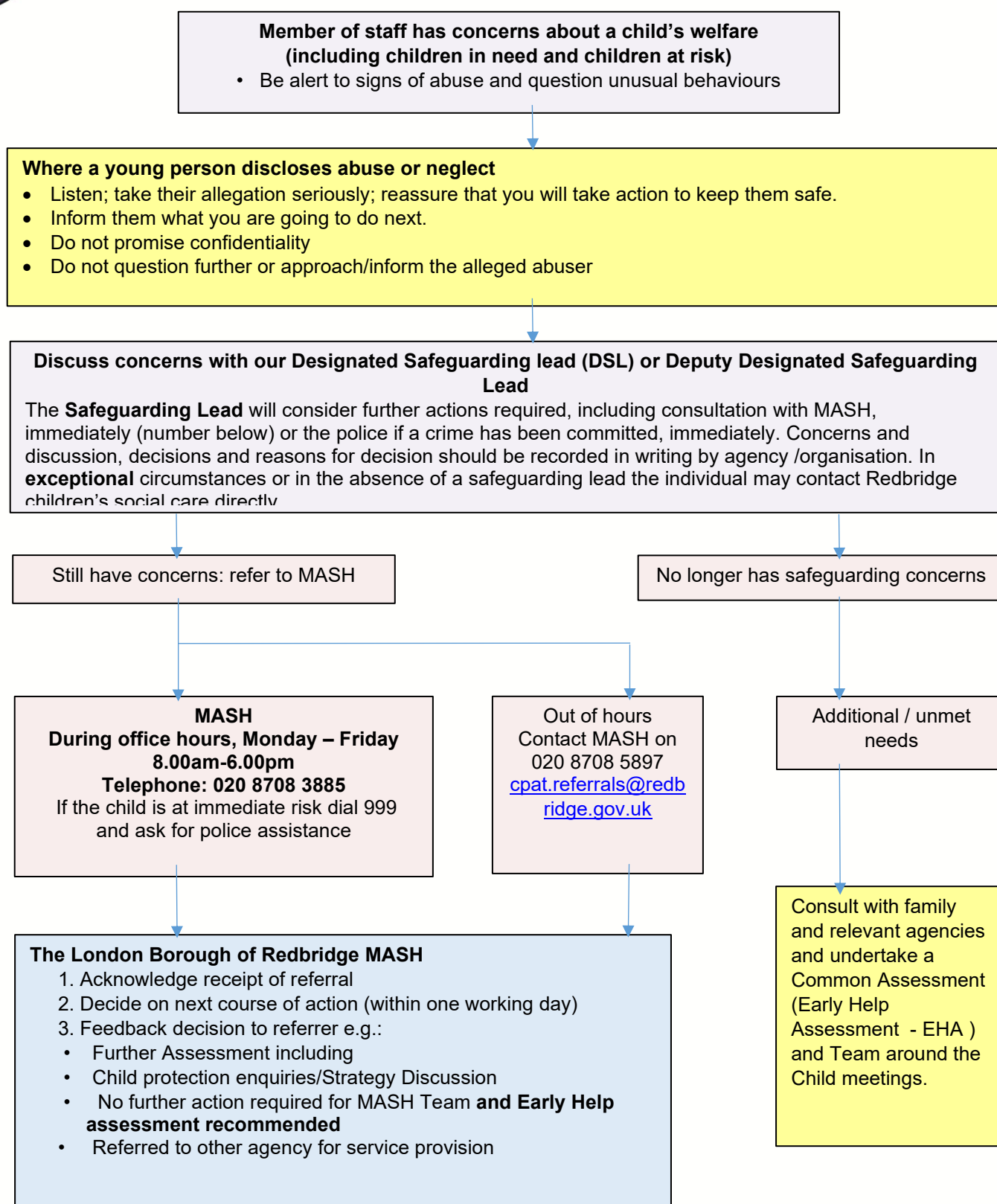
(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or

Further guidance on thresholds and referrals is provided through the current Redbridge Safeguarding Children Partnership guidance, "Working Together in Redbridge: Supporting Families and Keeping Children Safe", and the London Safeguarding Children Procedures Threshold – Continuum of Need Matrix.



APPENDIX 5 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED



MAKING A DECISION

Further guidance on thresholds and referrals is provided through the current Redbridge Safeguarding Children Partnership guidance, “Working Together in Redbridge: Supporting Families and Keeping Children Safe”, and the London Safeguarding Children Procedures Threshold – Continuum of Need Matrix.



APPENDIX 6 - ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS

Risk of Harm to Pupils

If you become aware that a member of staff/volunteer may have:

- 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 or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to a child

Report immediately to DSL or DDSL who would immediately inform the Headteacher.

However, if any concern or allegation is against the DSL or DDSL then this must immediately be reported to the LADO without informing them.

The contact details for the LADO are in the box below.

Report the allegation within one working day to the Local Authority Designated Officer (LADO) team:

- The LADO team: 020 8708 5350- ask to speak to the LADO.
- If the LADO is not available, please contact the Multi-agency Safeguarding Hub (MASH) Telephone (office hours) 020 8708 3885

The LADO will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the police and HR.

If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake an internal investigation)

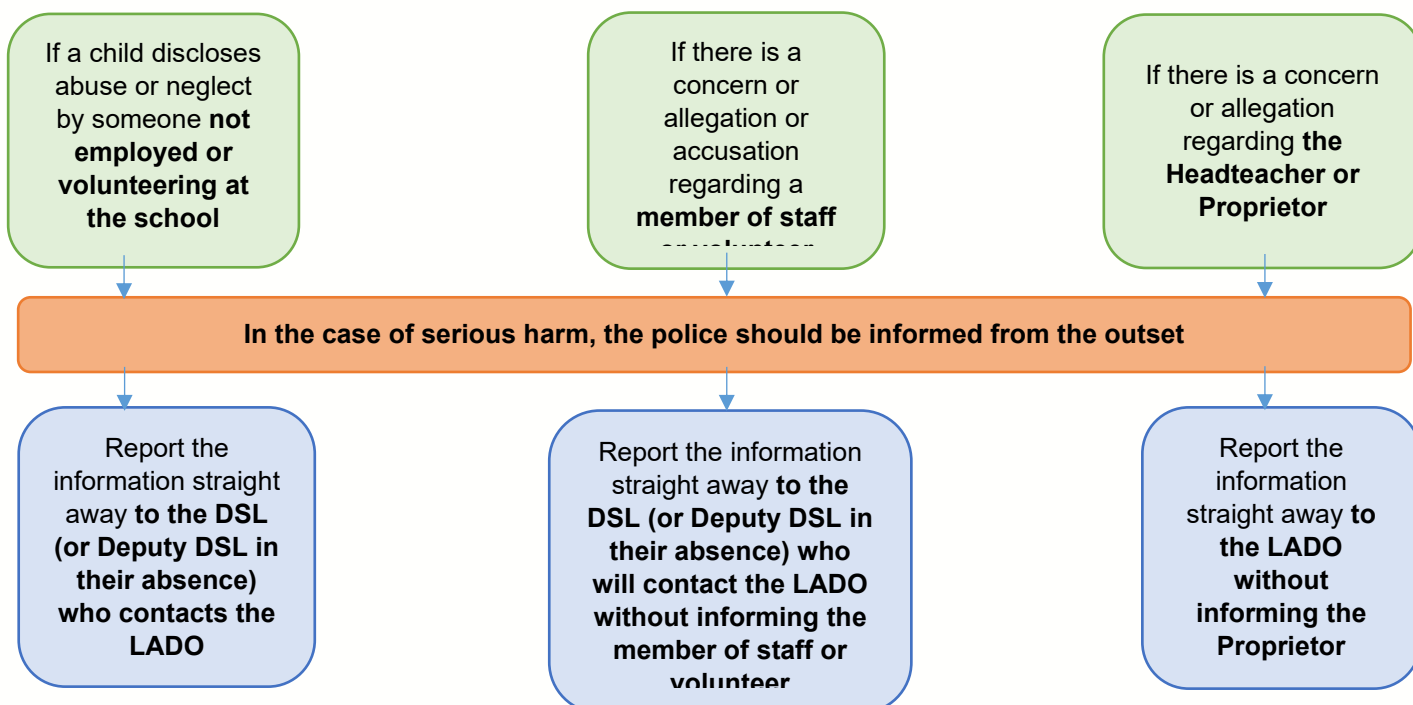
If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the Designated Officer, HR, police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Keeping Children Safe in Education 2026 makes clear that any member of staff may make a direct referral to children's social care where necessary. At Eastcourt, staff should normally report concerns immediately to the DSL/DDSL, but if they believe a referral is required and the DSL/DDSL is unavailable or action has not been taken, they must not delay in contacting Redbridge Children's Social Care/MASH or another appropriate safeguarding agency directly.



APPENDIX 7 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD

The following safeguarding procedures apply where you become aware that a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, or may have, harmed a child, possibly committed a criminal offence against or related to a child or behaved towards a child or children in a way that indicates they may pose a risk of harm to a child.



- **DSL Contact Details:** Mrs Janet Mitchell
Telephone: 0208 590 5472
Email: jmitchell@eastcourtschool.org.uk
- **Deputy DSL Contact Details:** Miss Emma Redgrave
Telephone: 0208 590 5472
Email: eredgrave@eastcourtschool.org.uk
- **Deputy DSL Contact Details:** Mrs Giorgia Crosland
Telephone: 0208 590 5472
Email: Year5@eastcourtschool.org.uk
- **Designated Officer (LADO):** Mrs. Helen Curtis
Telephone: 020 8708 5350
- **If the LADO is not available, please contact the MASH team on 020 8708 3885 and ask to speak to a Duty Officer who can take your referral or assist with your inquiry.**

Keeping Children Safe in Education (DfE: September 2026) **makes clear that any member of staff may make a direct referral to children's social care if required; safeguarding action must not be delayed.**

Co-operation with the Local Authority: We cooperate entirely with any investigation carried out by the Local Authority, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE 2026.



APPENDIX 8 - WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO:

Create a safe environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that s/he is not to blame. Tell the child that you know how difficult it must have been to confide in you.

Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure.

Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure. Seek consent from the child to share any information disclosed but, should consent not be given, an explanation can be given as to why the DSL must be told.

Record

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record in writing the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or Deputy DSL or follow the procedures for allegations against staff, volunteers, and Proprietors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

Do not take responsibility

- Only tell those people that it is necessary to inform.
- Do not try to investigate the allegation yourself.
- Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- Do not approach or inform the alleged abuser.



A Child Protection Guide - A Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the DSL of the allegation.
 2. Record and date the details of the allegation in writing.
- Do** treat everyone with respect
 - Do** provide an example of behaviour you wish others to follow
 - Do** plan activities which involve more than one other person being present, or at least which are within sight or hearing of others
 - Do** respect a young person's right to personal privacy
 - Do** provide access for young people to talk to others about any concerns they may have.
 - Do** recognise, and allow for, the special needs of young people with disabilities and learning difficulties
 - Do** encourage young people with disabilities and learning difficulties
 - Do** encourage children and adults to point out attitudes and behaviour that they do not like
 - Do** avoid inappropriate physical or verbal contact with young people
 - Do** remember that someone else might misinterpret your actions
 - Do** respect the cultural, religious and ethnic backgrounds of others
 - Do** recognise that caution is required even in sensitive moments of counselling
 - Do** avoid situations that compromise your relationship with young people

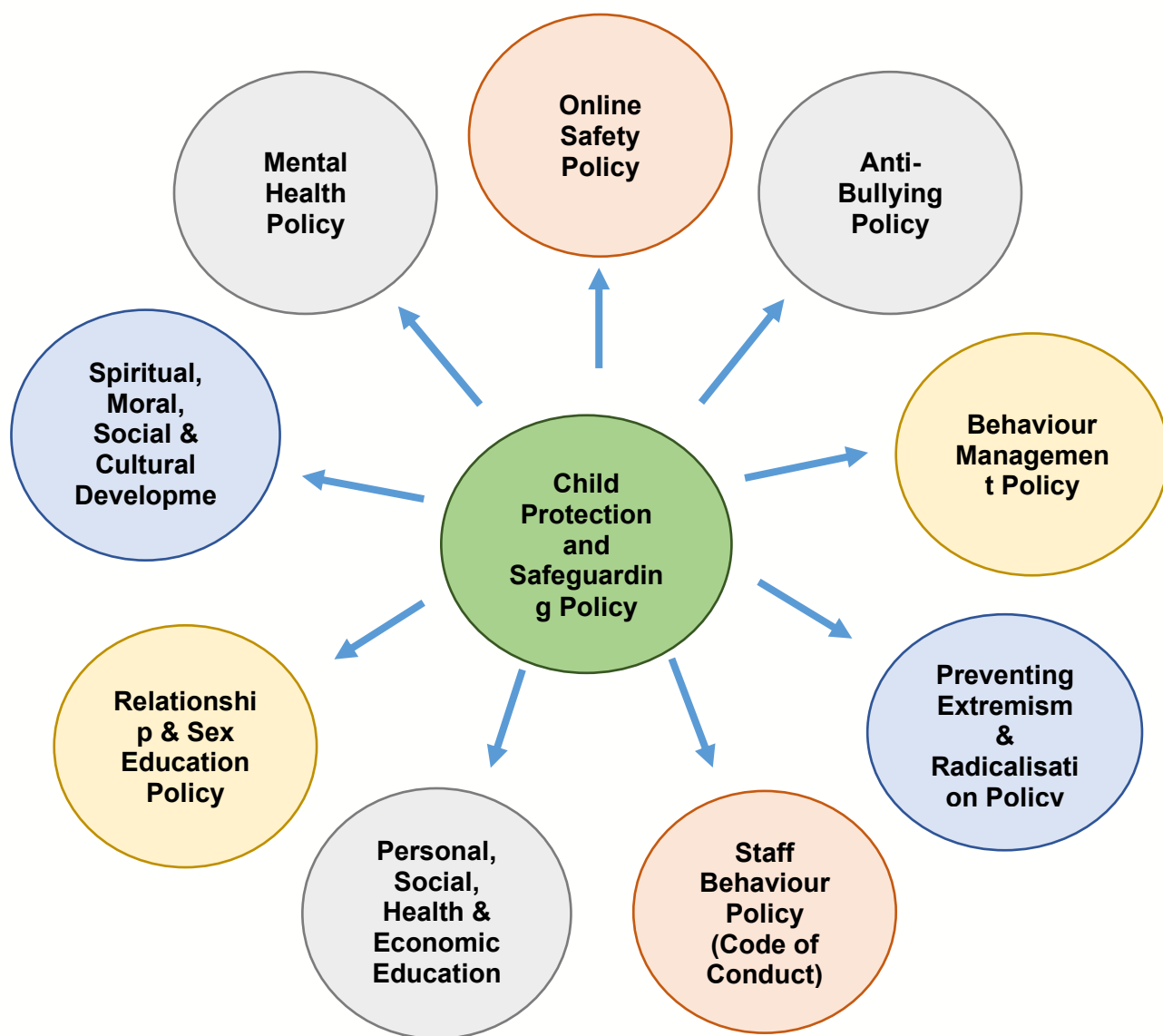
- Do NOT** permit abusive peer activities (e.g. bullying racism or others)
- Do NOT** judge or jump to conclusions about others
- Do NOT** show favouritism to any individual
- Do NOT** be drawn into attention seeking behaviour, such as crushes/tantrums
- Do NOT** make inappropriate remarks or gestures
- Do NOT** rely on good reputation
- Do NOT** believe 'it could never happen to me'
- Do NOT** interview or meet with children in private or outside of school
- Do NOT** let concerns or allegations of abuse go unrecorded
- Do NOT** play physical contact games with young people.



APPENDIX 10: THE ORGANISATION AND RELATIONSHIP OF SAFEGUARDING AND PASTORAL CARE POLICIES AND

PROCEDURES AT EASTCOURT INDEPENDENT SCHOOL

Ensuring that our community is collectively responsible and able to ensure that we keep our pupils safe at all times is fundamental aim for our School. Eastcourt Independent School has developed a series of Policies and Procedures that are intended to support this endeavour. The following diagram illustrates the inter-relationship of these Policies.



- Social Media and Mental Health
- Missing Children Procedure
- Adverse Childhood Experiences (ACEs)
- Anderson Children Multi-Agency Learning Review
- County Lines
- Briefing: Neglect
- Briefing: Harmful Sexual Behaviour (HSB)

- Safeguarding Children
- Sexting
- Contextual Safeguarding
- Briefing: Supporting Families Enhancing Futures
- Briefing: Professional Disagreement & Escalation
- Briefing: Child Sexual Exploitation
- Briefing: Private Fostering
- Early Help



APPENDIX 11: ADDITIONAL ADVICE AND SUPPORT:

The following is not exhaustive but does provide a useful starting point.

Abuse

[Supporting practice in tackling child sexual abuse - CSA Centre](#) Expertise on Student Sexual Abuse
[What to do if you're worried a child is being abused](#) – DfE advice [Domestic abuse: Various Information/Guidance](#) - Home Office (HO) [Faith based abuse: National Action Plan](#) - DfE advice
[Disrespect NoBody campaign - GOV.UK](#) - Home Office website paper [Together we can stop child sexual abuse](#) – HM Gov.

Bullying

[Preventing bullying including cyberbullying](#) - DfE advice

Children missing from education, home or care

[Children missing education](#) - DfE statutory guidance [Children missing from home or care](#) - DfE statutory guidance

[Trafficking: safeguarding Children](#) - DfE and Home Office guidance; [Modern slavery: how to identify and support victims](#) – [Child exploitation disruption toolkit](#) - HO statutory guidance; [County Lines Toolkit For Professionals](#) - The Children's Society

Confidentiality

[Gillick competency Fraser guidelines](#) - Guidelines to help with balancing Children's rights along with safeguarding

Drugs

[Drug strategy 2021](#) - Home Office strategy [Information and advice on drugs](#) - Talk to Frank website
[Drug and Alcohol education — teacher guidance & evidence review](#) – PSHE Association

(so called) "Honour Based Abuse" including FGM and forced marriage

[Female genital mutilation: multi agency statutory guidance](#) - DfE, DoH, HO [Forced marriage](#) - [FGM resource pack](#) –

Health and Well-being

[Rise Above: Free PSHE resources on health, wellbeing and resilience](#) - Public Health England
[Supporting pupils at schools with medical conditions](#) - DfE statutory guidance [Mental health and behaviour in schools](#) - DfE advice; [Overview - Fabricated or induced illness](#) - NHS advice
[Government information sharing advice](#) - Guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers.
[Information Commissioner's Office: Data sharing information hub](#)

Online safety-advice

[Childnet](#) provide guidance for schools on cyberbullying

[Educate against hate](#) provides practical advice and support on protecting students from extremism and radicalisation

[London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
[NSPCC E-safety for schools](#) provides advice, templates, and tools on all aspects of online safety arrangements

[Safer recruitment consortium](#) "guidance which may help ensure staff behaviour policies are robust and effective"

[Searching screening and confiscation](#) advice on searching students and confiscating items such as mobile phones

[South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements

[Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq

[Online Safety Audit Tool](#) from UK Council for Internet Safety

Online safety- Remote education, virtual lessons and live streaming

[Guidance Get help with remote education](#) h other resources and support for teachers and school leaders

[Departmental guidance on safeguarding and remote education](#) including planning remote education strategies [London Grid for Learning](#) guidance, including platform specific advice

[National cyber security centre](#) guidance on configuring and deploying video conferencing; [UK Safer Internet Centre](#)

Online Safety- Support for students

[Childline](#); [UK Safer Internet Centre](#) to report and remove harmful online content [CEOP](#) for advice on making report

Online safety- Parental support

[Childnet](#) offers a toolkit to support parents and carers of students of any age to start discussions about their online

[Commonsensemedia](#) independent reviews, age ratings, about all types of media for students and their



parents

[Government advice](#) protecting students from online harms such as student sexual abuse, sexting, and cyberbullying

[Internet Matters](#) age-specific online safety checklists, guides on how to set parental controls, and practical tips

[How Can I Help My Child?](#) Marie Collins Foundation – Sexual Abuse Online

[Let's Talk About It](#) provides advice for parents and carers to keep students safe from online radicalisation

[London Grid for Learning](#) provides support for parents and carers to keep their students safe online,

[Stopitnow](#) from [The Lucy Faithfull Foundation](#) concerned about someone's behaviour, including students

[National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their students safe online

[Net-aware](#) support for parents and carers from the NSPCC and O2, a guide to social networks, apps and games

[Parentzone](#) provides help for parents and carers on how to keep their students safe online

[Talking to your Child about online sexual harassment: A guide for parents](#) –Children's Commissioner's parent guide

[#Ask the awkward](#) – Student Exploitation and Online Protection Centre guidance to parents to talk to their students

Private fostering

[Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

[Prevent duty guidance](#)- Home Office; [Prevent duty: additional advice for schools and studentcare providers](#) ;

[Educate Against Hate website](#); [Prevent for FE and Training](#) - Education and Training Foundation

(ETF)[Extremism and Radicalisation Safeguarding Resources](#) – Resources by London Grid for Learning

Serous Violence

[Factors linked to serious violence and how these factors can be used to identify individuals for intervention](#) – Home Office

[Youth Endowment Fund](#) – Home Office; [Gangs and youth violence: for schools and colleges](#) - Home Office

[advice Tackling violence against women and girls strategy](#)-; [Violence against women and girls: national statement of expectations for victims](#) -

Sexual violence and sexual harassment Specialist Organisations

[Barnardo's](#) ; [Lucy Faithfull Foundation](#) - UK-wide child protection charity dedicated to preventing student sexual abuse.

[Marie Collins Foundation](#) –works directly with students, and families to enable their recovery following sexual abuse.

[NSPCC](#) - specialising in child protection with statutory powers to safeguard children at risk of abuse.

[UK Safer Internet Centre](#) -advice and support to students, young people, parents, carers a about staying safe online.

Harmful sexual behaviour

[Rape Crisis \(England & Wales\)](#) or [The Survivors Trust](#) for information, advice, and details of local specialist sexual violence

[NICE guidance](#) developing interventions working with families and carers; and multi-agency working.

[HSB toolkit](#) [The Lucy Faithfull Foundation](#) - designed for parents, carers, family members and professionals

[NSPCC Learning: Protecting students from harmful sexual behaviour](#) and [NSPCC - Harmful sexual behaviour framework](#); [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) self- assessment toolkit and guidance

[Preventing harmful sexual behaviour in students - Stop It Now](#) provides a guide for parents, carers and professionals

Support for Victims

[Anti-Bullying Alliance](#) - Detailed information for anyone being bullied, along with advice for parents and schools.

[Rape Crisis](#) - services to support people who have experienced rape, student abuse or any kind of sexual violence.

[The Survivors Trust](#)- UK-wide national umbrella agency with resources and support dedicated to survivors of rape, sexual violence and student sex abuse; [Victim Support](#) - Supporting students and young people who have been affected by crime; [Childline](#) provides free and confidential advice for students and young people.

Toolkits

[ask AVA](#) - The Ask AVA prevention platform has been created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop Violence Against Women and Girls.

[NSPCC](#) - Online Self-assessment tool to ensure organisations are doing everything they can to safeguard children.

[NSPCC](#) - Resources which help adults respond to students disclosing abuse.

[NSPCC](#) also provides free and independent advice about HSB: [NSPCC - Harmful sexual behaviour](#)



framework

Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire - Peer-on-Peer Abuse

Contextual Safeguarding Network – self-assessment toolkit for schools to assess their own response to HSB.
Childnet - STAR SEND Toolkit equips, enables and empowers educators with the knowledge to support young people with special educational needs and disabilities.

Childnet - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.; Childnet - Step Up, Speak Up a to online sexual harassment amongst young people aged 13-17 years old.

NSPCC - Harmful sexual behaviour framework An evidence-informed framework for students and young people displaying HSB.

Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.

Sharing nudes and semi-nudes

London Grid for Learning-collection of advice - information and resources re the sharing of nudes and semi-nudes.

UKCIS Sharing nudes and semi-nudes: advice for education settings working with students and young people - Advice for schools and colleges on responding to incidents of non-consensual sharing of nudes and semi-nudes.

Support for parents/carers; NCA CEOP Thinkuknow: what students may be doing online including advice on how to help challenge harmful sexual attitudes and start a conversation to support positive sexual behaviour