

Safeguarding and Child Protection Policy September 2026



Date of previous review	September 2025
Review frequency	Annually
Date of next review	September 2027

Requirements of staff

In order to work in this school, all staff must:

- Understand the contents of this policy
- Ask for help if they do not understand any part of this policy
- Maintain and regularly check their CPOMS account
- Read Part One of "Keeping Children Safe in Education 2026" in full (https://assets.publishing.service.gov.uk/media/6a47c29b1c8bd7ce25a5eb6d/Keeping_children_safe_in_education_2026__part_one.pdf)
- Complete the annual National College safeguarding training and share their certificate with the Human Resources team
- Actively consider the weekly safeguarding updates

Introduction and overview

Any safeguarding policy is only as good as the people who use it and the information that is considered to form it. The purpose of the document below is for reference. It provides you with a clear description of your role and responsibilities. It does not remove the need to ask questions, join in discussions and operate a level of vigilance that allows you to fulfil your teacher standards. Students have the right to come to school and to learn and work in a safe environment. We are all responsible for creating this. This could be in the classroom, on duty or even a passing encounter in the corridor.

Remain alert, watch what is happening and report anything that does not feel right. We are a community, and we will only thrive if every person in this building plays their active part.

This policy is updated regularly because safeguarding changes regularly. Below is a list of the updated changes and the things you need to be aware of

1. Volunteers and Regulated Activity (Supervision Exemption Removed)

Required change: Any person volunteering in a role that involves teaching, training, instructing or supervising children frequently, overnight or more than three days in a 30-day period is now in regulated activity. The 'supervision exemption' has been removed.

2. Image Sharing Terminology

Replace all instances with "**making or sharing of nudes or semi-nudes**" throughout the policy. This explicitly includes images digitally altered or wholly generated by artificial intelligence (eg, deepfakes) and clarifies that all such incidents mandate a safeguarding response. Sexting is an outdated term.

3. Filtering and Monitoring - Annual Review Requirements

Schools need to review the effectiveness of their systems at least once every academic year. These reviews should be carried out by the senior leader responsible for filtering and monitoring, with support from the DSL and IT support. A record should be kept.

4. Gender Questioning and Social Transition - NEW MAJOR SECTION

Schools should not adopt any changes relating to social transition unless a decision has been made by the school and the child's parents/carers have been involved. Schools must not initiate any action regarding social transition; they should only respond if a child or their parent specifically requests it.

Specific requirements to add:

Facilities usage: Schools must not allow children into toilets, changing rooms or showers designated for the opposite biological sex. This includes where schools are responding to a request to support social transition for children who are questioning their gender. If a pupil who is questioning their gender doesn't want to use the toilet, changing rooms and showers designated for their biological sex, schools should consider providing alternative facilities that don't compromise the provision of single-sex facilities, or the safety, comfort, privacy or dignity of the child or any other children.

Sport participation: Schools can separate children according to their biological sex when playing certain competitive sports without discriminating unlawfully against them on the basis of their sex. Some sports may need to be played in single-sex groups from a certain age to ensure children's safety, and where this is the case, there must be no exceptions.

Parental involvement: Schools should actively involve parents/carers where a child who is questioning their gender asks for support, unless there are circumstances where doing this would constitute a greater risk to the child than not.

5. Mobile Phone Policy

Schools are expected to implement a policy whereby pupils don't have access to their mobile phone during the school day.

6. Part One Reading Requirement

All staff must read Part One of KCSIE in full. Annex A (the condensed version of Part One of KCSIE 2025) has been removed.

7. Mental Health - Expanded Guidance

This section now includes examples of mental health problems that may develop into safeguarding concerns, including self-harm, suicidal ideation and risk of suicide, a list of potential warning signs that staff are well placed to recognise, including significant changes in behaviour, difficulty sleeping and physical signs of self-harm, and steps staff should take if they feel that a child is in danger, including calling 999 or taking the child to A&E if they're in immediate danger.

8. Serious Violence - Expanded Section

Staff should report any concerns about a child carrying or using a weapon (or expressing intent to do so) to the Designated Safeguarding Lead (DSL) or Deputy (DDSL). The risks are higher for children with disrupted education (eg, suspensions, permanent exclusions, or time in alternative provision) or a history of offending. Staff should stay alert to when children might be at highest risk around the end of the school day.

9. Early Help vs Family Help Terminology

Distinguishing between community-based early help and targeted early help ('Family Help').

10. DSL Availability and Cover Arrangements

Required change: Schools should have robust cover arrangements for when the DSL is unavailable (eg, a confidential shared mailbox to make sure safeguarding concerns are received, monitored and acted on without delay).

11. Information Sharing and Child Protection File Transfers

Where children transfer to a new school, it will be up to the DSL of the new school to consider which information in a child protection file should be shared with relevant staff and when it's appropriate to do so. Where information indicates a risk to others, for example where a pupil has previously carried, threatened with or used a knife or weapon, the receiving school is responsible for assessing the risk and putting in place a support plan for when the child arrives.

12. Contractors and DBS Checks

Where the contractor does not have opportunity for regular contact with children, your school should decide on whether a basic DBS check would be appropriate. If a person working at your school is self-employed, you should either obtain the DBS check or request to see the certificate, to ensure the DBS check is at the level required.

13. Trainee Teachers

Added references to trainee teachers in sections on what staff should do if they have a safeguarding concern or an allegation about another staff member. References to trainee teachers have been added throughout Part Four.

14. Child-on-Child Sexual Harassment and Violence – Restructured

The updated version highlights the progressive continuum, starting from harmful sexual behaviour, sexual harassment and through to sexual violence. This includes new paragraphs on understanding harmful sexual behaviour (HSB), sexual harassment and sexual violence, and an expanded section on HSB, going into greater detail on how it exists on a continuum.

15. Data Protection Legislation Update

Legislation has been updated.

16. New Safeguarding Issues to add to Appendix 1

- **Young carers** - new dedicated section
- **Children with medical conditions** - new dedicated section
- **Modern slavery** - now explicitly listed as exploitation risk
- **Financial exploitation** - now explicitly listed
- **Child-to-parent abuse** - new recognition
- **Misandry** - add alongside misogyny
- **Generative AI risks** - particularly in online safety and RSHE context
- **Temporary accommodation notification duty** - for children in temporary housing

It is also critical that every member of staff reads Part One of Keeping Children Safe in Education (KCSIE) 2026 **AND** that National College online safeguarding training is completed on a yearly basis. This is a requirement of working in this school.

*'Safeguarding and promoting the welfare of children is defined for the purpose of this guidance 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 the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.'*

'Keeping Children Safe in Education' (September 2026)

Section 1 - Key Staff - Key Messages

Designated Safeguarding Lead Amy Howe (Deputy Headteacher)	Designated Staff for Filtering and Monitoring Lisa Keane and Daniel Trayler
Deputy Designated Safeguarding Leads (daily rota) Fi Bashir Gurjit Kaur Annette Meaney Sharon Staggs Tanzim Siddiqah SEN Safeguarding Lead = Ruth Hall Lynn O’Keefe, Ruth Hall, Patrick Cully and Becki Simpson are all fully qualified, but they do not sit on the daily rota.	AI Lead Charlotte Boulton Designated Staff for LAC, PLAC and kinship care Gurjit Kaur Designated Staff for Prevent Becki Simpson Designated Staff for Alternative Provision Gurjit Kaur Governor for LAC Eugene Dwaah Governor for Safeguarding Eugene Dwaah Chair of Governors Sue Richardson Mental Health Lead (Wellbeing) Abbie Willis (maternity cover) EAL Lead Janine Sumsion

Barking and Dagenham Local Authority Contacts

Multi Agency Safeguarding Hub (MASH) MASH Team, Community Solutions Ground Floor, Roycraft House 15 Linton Road Barking IG11 8HE	Childrensservices2@lbbd.gov.uk 020 8227 3811 Out of hours: 020 8594 8356
Local Authority Designated Officer (LADO) Mike Cullern	020 8227 3934 lado@lbbd.gcsx.gov.uk (secure if sent from a secure email address) lado@lbbd.gov.uk
(Safeguarding Lead for Education and Delegated LADO for Education and Early Years)	LADO also available on 020 8227 2265 or 020 8227 3088

Barking and Dagenham Safeguarding Children Partnership Ground Floor Central, Town Hall Barking IG11 7LU	lscb@lbbd.gov.uk 020 8227 3578
Barking and Dagenham Divisional Director for Safeguarding and Commissioning Town Hall, 1 Town Square, Barking IG11 7LU	020 8227 5378
NSPCC Helpline	0808 800 5000 or help@nspcc.org.uk



Safeguarding Team



The designated staff to contact should you have any concerns about safeguarding at The Jo Richardson Community School

Designated Safeguarding Lead



Ms Howe

Deputy Designated Safeguarding Leads



Mrs Bashir



Miss Simpson



Mr Cully



Miss Siddiqah



Mrs Staggs



Ms Kaur



Ms Meaney



Mrs O'Keefe
CP Attendance



Ms Hall
SEN Safeguarding Lead

In the absence of the whole team, please speak to either of the following



Ms Keane
Headteacher



Mr Smith
Deputy Headteacher

Internal recording system

CPOMS (Child Protection Online Management System) is the internal system used to log and share concerns about a student. This is managed by the Safeguarding Team on a daily rota basis. This is regularly checked over the course of the day, but if you think the information you are sharing is serious enough to require an immediate response, please find one of the team and speak to them face to face. **Do not wait.** It is not enough to say that you logged it.

Equally, if you are not satisfied with the response of the follow up, please speak to the DSL or Headteacher. The “deal direct” approach is relevant to safeguarding. A concern is always a referral. This may be the piece of information the team has been waiting for to influence their decision making.

When you make the referral, please make sure you avoid opinions and inflammatory language. All entries need to be based on facts and, remember, your account could feature in a police investigation.

Avoid terms like:

- Promiscuous
- Manipulative / controlling
- Streetwise
- Risky choices
- Risky behaviour
- Placing themselves at risk / lifestyle choices
- Absconder
- Sexually aware / experienced
- Aggressive
- Liar / tells lies
- Boys being boys (this is how child on child abuse goes unrecorded)
- Glamour
- Will not engage

The list above is not exhaustive, but it illustrates the point. Your account may be used in further investigations such as police enquiries and court proceedings. It may also be shared with external stakeholders in response to a freedom of information request.

Please add all original emails to CPOMS. This is to ensure accuracy of message

Quick summary (more details can be found in this policy)

If a child makes a disclosure ...

Do ...

Listen fully, be supportive, take the child seriously

Let the child lead the conversation

Reassure the child that they're not in trouble and will be kept safe

Ask open questions

Reflect back what they're saying

Be clear about what you'll do next

Ask the child if it's okay to take notes

Don't ...

Give the child the impression they're creating a problem

Make promises about keeping things confidential

Make further investigations yourself

Criticise the alleged perpetrator

Be overly emotional

How to write a robust safeguarding report every time

- ✓ Think **who, what, where** and **when**
- ✓ Include as much detail as possible, including the **child's own words**
- ✓ Stick to the **facts**
- ✓ Make the report **as soon as possible**

Rahmi looked nervous and agitated in the classroom at 12pm today.

Rahmi said her mum expects her to marry a 27-year-old man back 'home'.

She asked me to not talk to her mum about this.

Date: 18 September 2023
Time: 1.30pm

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Key points about how we can all act in our pupils' best interests

- Take a child seriously if they tell you about abuse they've experienced
- Reassure them they'll be kept safe
- Be alert to children trying to communicate abuse in other, more indirect ways
- Always report any concern you have – no matter how small – immediately



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"Safeguarding and promoting the welfare of student is everyone's responsibility. 'Children' includes everyone under the age of 18. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

"No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action."

Section 2 - Introduction and underpinning principles

Jo Richardson Community School recognises its legal duty under the Education Act 2002, 2011 and the 1989 and Children Act 2004 and takes its responsibilities to protect and safeguard the interests of all children seriously. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation in line with the Working Together to Safeguard Children (2026) guidance and a workforce that is competent and confident in responding to child protection situations. We also believe that it requires a school culture where students are listened to and their views respected. All decisions will always be made with the best interests of the child at the centre. This requires an open school culture with clear referral routes and an opportunity for students to talk. We believe that every child should have a champion.

This policy document provides the basis for good practice within the school for child protection work. It should be considered in conjunction with the locally agreed multi-agency safeguarding procedures which have been put in place by the London Borough of Barking and Dagenham. This is in keeping with relevant national procedures and reflects what the Borough considers to be safe and professional practice in this context. Child Protection has to be considered within a professional's wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties as outlined in the Teachers' Standards (updated 2021).

This policy aims to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

This document also seeks to make the professional responsibilities clear to all adults, including volunteers, working with or on behalf of the school to ensure that statutory and other duties are met. The policy is written with due regard to statutory guidelines and other published guidance relating to the schools' responsibility. Documents that are key to this policy include:

- Keeping Children Safe in Education (2026);
- Working Together to Safeguard Children (2026);
- What to do if you are worried a child is being abused (2015)

Throughout this guidance, the term 'data protection laws' refer collectively to the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and the Data (Use and Access) Act 2025. We comply with this guidance and the arrangements agreed and published by our safeguarding partners.

This policy has been developed in accordance with:

- Keeping Children Safe in Education 2026 (DfE)
- Working Together to Safeguard Children 2026
- London Child Protection Procedures and Barking & Dagenham Safeguarding Children Partnership procedures
- Section 175 of the Education Act 2002
- The School Staffing (England) Regulations 2009 (as amended)
- What to do if you're worried a child is being abused (2015)
- Searching, Screening and Confiscation (2023)
- Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025
- Human Rights Act 1998
- Equality Act 2010
- Suspension and Permanent Exclusion from Maintained Schools, Academies and PRUs in England, including pupil movement (2026)

All documents relating to safeguarding are available on the following web pages for the Barking and Dagenham Children's Safeguarding Partnership <https://www.lbbd.gov.uk/childrens-safeguarding-partnership>

The central themes to the approach include:

- A concern is a referral (CPOMS)
- It could happen here

Underpinning principles and definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

We work to a "child first" principle and we will all challenge the activities of professionals if we feel they are inappropriate, unjust or disproportionate. Challenging adultification is well embedded in our exploitation work, alongside trauma informed intervention and support.

Child Protection is part of this definition and refers to activities undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. This includes domestic violence.

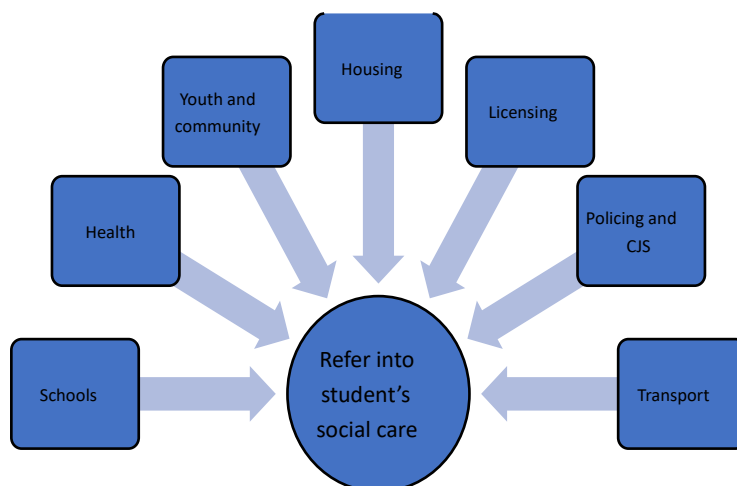
Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development

Making or sharing nudes or semi-nudes is the sharing of sexual imagery (photos or videos) by children. Children includes everyone under the age of 18.

More information can be found in Appendix 1.

Safeguarding is what we do to prevent harm, while **child protection** is the way in which we respond to harm.

- Safeguarding and child protection should be at the forefront and underpin all relevant aspects of process and policy development.
- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded. This is both within and outside of the family home.
- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play.
- We are supportive and fully compliance for ROTH (Risk Outside Of The Home) pathways



- Staff must reassure victims (please be cautious with the term victim - children who suffer abuse may not want this title) of abuse that they are being taken seriously and will be supported.

Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.
- Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.
- Early intervention in providing support services under Section 17 of the Children Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.
- Children can abuse other children. It can happen inside and outside of school. Such actions will always be challenged and never downplayed. A culture which normalises abuse will never be tolerated. Alongside a firm response, educational opportunity will be provided for all students.
- There is zero tolerance to child on child abuse. See Appendix 4 for more details.
- Children can be abused outside of the family home. This also includes abuse online.
- Contextualised safeguarding is acknowledged and understood
- Children's mental health will always be supported. Those with a need will be identified and services signposted. A mental health lead has been identified.
- Abuse can occur both on and offline.
- We support and actively engage with multi-agency working.

Please also remember that there are some children who are potentially at risk of greater harm than others.

Staff must remain vigilant and always look for changes in behaviour. Support is available before statutory intervention.

Any child may benefit from support before statutory intervention, including from universal services and community-based Early Help, or the targeted early help level of Family Help. All school and college staff should be particularly alert to the potential need for additional support for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- is a young carer
- is pregnant and/or is a parent themselves
- has exhibited early signs of abusive, violent and/or harmful behaviours
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines

- is frequently missing/goes missing from education, home or care
- has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
- is at risk of being radicalised into terrorism
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

All of the above factors increase a child's level of vulnerability and mean they may need additional support. Please record any concerns on CPOMS. The information you provide could be the bit that is missing and the thing that stops support being offered.

Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.



(Barter, 2009; Firmin, 2017; Firmin, Wroe and Lloyd, 2019; Hudeck, 2018)

This policy also acknowledges responsibility for the safeguarding of students in out of school settings. If students are taken on trips or extra-curricular activities, all safeguarding procedures will be followed in line with the London Borough of Barking and Dagenham risk assessment.

Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

Section 3 – Responsibilities

The Governing Body

Is responsible for ensuring that they comply with their duties under legislation. They must ensure that all policies, procedures and training are effective and comply with the law at all times.

The Governing Body must ensure that:

- sufficient resources are made available to enable the necessary tasks to be carried out properly under Barking and Dagenham Safeguarding Children Partnership procedures including attending meetings, collating and writing assessment reports, and staff training;
- all Governors have an understanding of safeguarding issues and that policies and procedures are in place in school to safeguard and promote the welfare of all students in the school;
- JRCS contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' (2026) and 'Keeping Children Safe in Education' (2026);
- a co-ordinated offer to Early Help is provided to children with additional needs;
- JRCS works closely with the London Safeguarding Partnership);
- there is a designated Governor for safeguarding;
- there is a designated Governor and member of staff for Looked After Children;
- there is an effective safeguarding policy in place;
- Filtering and monitoring systems in school are robust and well thought through;
- DfE filtering and monitoring standards are reflected;
- a member of senior staff is appointed as Designated Safeguarding Lead (DSL);
- ensure that the DSL takes a lead role in understanding and monitoring the training around filtering and monitoring;
- a member of senior staff is appointed to carry out a review of monitoring systems once per year and report the outcome to the DSL and Governing Body. This person will be supported by the DSL and the IT team;
- if there is a risk of immediate serious harm to a child, a referral is made to Children's Services immediately;
- child protection and safeguarding training should be provided to all staff which is updated regularly. In addition, all staff should receive regular updates, as required, but at least annually;
- opportunities to teach safeguarding must be considered and included within the curriculum;
- suspected cases of FGM are reported to the police;
- procedures are in place to investigate allegations against staff members;
- procedures are in place to ensure safer recruitment;
- procedures are in place to make referrals to the Disclosure and Barring Service in the event of a dismissal due to safeguarding concerns;
- procedures are in place to deal with allegations against other children;
- students' resilience to radicalisation is built by promoting fundamental British values and enabling them to challenge extremist views;
- safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the students understand what is meant by safeguarding and how they can be safe;
- they are aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010 (see Appendix 5);
- They are also aware of multi-agency safeguarding arrangements and their obligations under the Data Protection Act 2018 and UK GDPR requirements. Also the Data (Use and Access) Act 2025.

A termly report is submitted to the Governors which outlines the Safeguarding and Child Protection work we have undertaken. Names of children will not be shared. The number of referrals made internally and those which have gone on to external referrals will also be reported.

The Headteacher

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

Keeping Children Safe in Education 2026, page 25

The Headteacher is responsible for the implementation of this policy, including:

- ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;
- communicating this policy to parents when their child joins the school and via the school website;
- ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- ensuring that all staff undertake appropriate Safeguarding and Child Protection training and update this regularly;
- when appropriate, acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer;
- make sure that online safety is included in safeguarding training;
- be aware of and quality assure the filtering and monitoring process;
- review the audit report to ensure systems are robust and students are protected online;
- oversee the processes in the building to ensure all stakeholders are safe and have a voice.

The Designated Safeguarding Lead (DSL)

Is responsible for ensuring that they or a Deputy DSL will be available during school hours for consultation to discuss any safeguarding concerns.

Have the knowledge and skills required to carry out the role

- is appropriately trained with updates every two years and will refresh their knowledge and skills (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals but at least annually;
- obtains access to resources and attend any relevant or refresher training courses;
- undertakes Prevent awareness training;
- understands the locally agreed processes for providing early help and intervention and will support members of staff to access Early Help intervention when appropriate;
- has a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and is able to attend and contribute to these effectively when required to do so;
- is alert to the specific needs of children in need, those with special educational needs and young carers.

Manage referrals

- adheres to the London Safeguarding Children Partnership and national guidelines, London Child Protection Procedures, LSCB and JRCS procedures with regard to referring a child if there are concerns about possible abuse;
- refers cases of suspected abuse to the local authority children's social care as required;
- supports staff who make referrals to local authority children's social care;
- refers cases to the Channel programme where there is a radicalisation concern as required;
- supports staff who make referrals to the Channel programme;
- refers cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required in consultation with the Headteacher;
- refers cases where a crime may have been committed to the police as required in consultation with the Headteacher;
- ensures that any student currently with a child protection plan who is absent from the school without explanation for more than one day is referred to their keyworker's social care team.

Work with others

- liaises with the Headteacher to inform him/her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- as required, liaises with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- liaises with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- ensures that either they, or another staff member, attend case conferences, core groups or other multi-agency planning meetings, contributes to assessments, and provides a report where required.

Training

- organises child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff;
- keeps a record of attendance at this training and addresses any absences;
- ensures all staff are provided with copies of Part One of Keeping Children Safe in Education 2026, the school Safeguarding and Child Protection Policy and the Staff Code of Conduct and ensures they sign to say they have read them;
- ensures each member of staff understands the school's child protection procedures;
- understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation;
- provides regular updates to all staff. It is key that safeguarding training is current and context specific. It is about knowing the demographic of the area and spotting trends. Staff need to be aware of the life experiences of the students. There must be an understanding of the potential trauma the students could experience so the warning signs can be monitored;
- provides regular updates to students through the taught curriculum and pastoral sessions. It is key that students understand the trends in their area so they can be alert to the risks.

Raise awareness

- acts as a source of support, advice and expertise for school staff on child protection and safeguarding matters;
- encourages 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;
- ensures the school's Safeguarding and Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;
- ensures that the name of the DSL and Deputy DSLs are clearly advertised in the school;
- ensures the Safeguarding and 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;
- ensures that the DfE's filtering and monitoring standards are met and all staff are trained appropriately.

Record keeping

- keeps detailed, accurate records, either written or electronically, of all concerns about a child even if there is no need to make an immediate referral;
- ensures that all such records are kept confidentially, stored securely and are separate from student records, until the child's 25th birthday;
- ensures that when a student leaves the school, their child protection file is passed to the new school (separately from the main student file and ensuring secure transit) and that confirmation of receipt is obtained;
- ensures that a copy of the CP file is retained until such a time that the new school acknowledges receipt of the original file, and ensures the copy is then shredded;
- ensures that an indication of further record keeping is marked on the student records.
- a rota is used to ensure a suitably qualified member of the Safeguarding Team is available at allocated times during the working day. Please make sure you are aware of who they are and look for the orange lanyards.

All staff

All staff are responsible for:

- safeguarding and promoting the welfare of children;
- providing a safe environment in which children can learn;
- identifying children who may benefit from early help;
- sharing concerns with the Safeguarding Team;
- school staff (including volunteers) will have regular contact with children and are particularly important in identifying concerns early and providing help, to prevent concerns escalating and to provide immediate support to those at risk of significant harm;
- keeping their training records updated;
- understanding their responsibilities around online safety, including filtering and monitoring;

- all members of staff working within the school will be required to read 'Keeping Children Safe in Education' Part One (2026) and the JRCS Safeguarding and Child Protection Policy and sign a declaration to confirm that they received this guidance;
- acting as a first point of contact for those students in their form. This is a vital link between school and home.

Staff members working with children are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

- All school staff members have a responsibility to provide a safe environment in which children can learn.
- The Teachers' Standards 2021 states that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All school staff members have a responsibility to identify children who may need extra help or who are suffering, or likely to suffer, significant harm.
- All staff then have a responsibility to take appropriate action, working with other services as needed.
- In addition to working with the DSL, staff members should be aware that they may be asked to support Social Workers to take decisions about individual children following a referral.
- Staff may be required to give verbal or written feedback if they have a concern about a child. This is all done via CPOMS
- Staff are required to be identified as part of the school structure. In order for this to happen, all staff members must wear the blue staff lanyard at all times on the school site. Contractors, visitors and guests will be issued with pink lanyards and need to be accompanied.

Self-reflection and peer review is critical to effective safeguarding. The Safeguarding Team meet each week to discuss cases and procedures. Each member conducts a file audit on a rolling weekly basis. This is to ensure procedures are being followed and professional bias does not occur. A tracking spreadsheet is made available to our Local Authority Inclusion Partner. This is in line with the at-risk process and allows access to case records. The purpose of this is to invite challenge and to ensure cases do not become stuck without review.

Ever CIN / CP 6

This is a group for whom we will start to gather information and track their outcomes going forward.

Virtual School Heads

Virtual school heads (VSHs) have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment and progress of students with a Social Worker.

VSHs also have a non-statutory responsibility to promote the educational achievement of students in kinship care (students who live with a relative or close family friend).

They should also identify and engage with key professionals, eg, DSLs, Special Educational Needs Co-ordinators (SENCOs), Social Workers, Mental Health Leads and others.

This is in addition to the work they do to support Looked After Children.

More details can be found in the LA produced Vulnerable Pupils Policy.

All procedures recommended in Working Together to Safeguard Children 2026 must be followed.

Section 4 – Key information for staff (start here if you need advice)

If staff have concerns about any child, they should make them known to the school's DSL and Deputy DSLs through CPOMS or direct conversation.

This is the most important thing for you to take away. If something doesn't feel right, then it probably isn't. Tell the designated person and they will help you.

The process for referrals is outlined later in this policy. Staff are trained that 'A worry or concern is a referral'.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Keeping Children Safe in Education (2026) defines abuse as a form of maltreatment of a child.

Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (eg, via the internet). They may be abused by an adult or adults or by another child or children.

These are the four areas of abuse:

Physical abuse:

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

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person;
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction;
- 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;
- Seeing or hearing the ill treatment of another;
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

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 caregivers);
- Ensure access to appropriate medical care or treatment;
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving high levels of violence, whether or not the child is aware of what is happening. It may include:

- Involving children in prostitution;

- Physical contact, including penetrative (eg, rape, buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing;
- Non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways;
- Grooming a child in preparation of abuse (including via the internet).

Remember sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. Children can abuse each other. This is known as child on child abuse . (see Appendix 4 for a step-by-step guide.)

Staff should always consider the context within which safeguarding incidents and behaviours occur. This is called **Contextual Safeguarding** and means that the assessment of children should consider whether wider environmental factors are present in a child's life that are likely to threaten their safety and welfare that include child, parents/home, peers, school.

The following risks increase depending upon the context of a student:

- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)

Both of the above occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the **victim** needs or wants. (See Appendix 1 for more details.) This is especially concerning if students have grown up in an area with serious violence. All staff need to be aware of the signs that may suggest students are involved in or exposed to serious violence

- Female Genital Mutilation (FGM)

Whilst staff should speak to the Safeguarding Team about any concerns, there is a specific legal duty on teachers. If a teacher discovers that an FGM appears to have been carried out on a girl under the age of 18, the teacher must report this themselves to the police. (See Appendix 1 for more details.)

Child on child abuse

Students can hurt other students. It every member of staff's duty to watch out for signs and report any concerns. Such behaviour will never be downplayed or ignored.

Online safety

JRCS is a mobile free school. Students are not allowed to bring phones into school and they will be confiscated if they do. Students need to be free from the pressure so they can focus on their day-to-day activities in school.

It is essential that students are safeguarded from potentially harmful and inappropriate online material.

The growth of different electronic media in everyday life and an ever-developing variety of devices including PCs, laptops, mobile phones, webcams, etc, place an additional risk on our students. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and, in some cases, arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at this school.

Students can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping).

Protection is prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information.
- Students will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Safeguarding Team should be informed immediately).
- Students should not give out their personal details, phone numbers, school, home address, computer passwords, etc.
- Students should adhere to the school policy on mobile phones.

The police may be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Staff are reminded that they should not have contact with students via social networking sites such as Facebook or Twitter. If students send a friendship request, then this should be passed on to the member of staff's line manager and the Safeguarding Team.

Staff should also read the school's Online Safety Policy.

As highlighted above, all staff have a duty of care to protect students and make the school environment as safe as possible for them to thrive. This involves monitoring students for changes in behaviour and sharing information. This information can then be used to assess the risk around that student to see if any other measures are required to protect them. This protection can take many forms; at its most extreme, there is statutory intervention.

We are supported in our quest to keep children safe online by an organisation called National Online Safety. They are committed to the education of all stakeholders to ensure people are supported. This includes quality assurance documents, regular safety updates, training sessions and parental support. More information can be found below:



<https://nationalcollege.com/categories/online-safety>

- Smart phones must not be brought into school by students in Years 7–9
- Students in Years 10–11 must not be seen with them
- Students in Years 12–13 may use them in designated areas

Filtering and Monitoring

Every aspect of this school building needs to be safe. Parents and carers leave their children in our hands with the basic assumption that no harm should come to them.

Filtering and monitoring has many meanings. Staff have an obligation to monitor the school environment and watch for patterns. This could be during duty sessions or in their form rooms. Watch the students and spot things that just don't seem right.

However, filtering and monitoring also relates to the things that we do to keep our students safe online. Every member of staff must do everything they reasonably can to limit students' risk from exposure to online harm. This involves delivering education sessions, being vigilant about the no mobile phone rule, paying attention to the things students talk about and checking the school's network is safe. Please refer to the school's Online Safety Policy for more details about how we uphold filtering and monitoring standards in JRCS and how we protect cyber security. This involves a regular process of review when considering the 4 Cs which is used to categorise online risk:

- Content
- Contact
- Conduct
- Commerce

JRCS are compliant with the DfE's Filtering and Monitoring standards which are audited by a member of the senior team on an annual basis. These records are kept for reference purposes.

Abuse and harm can occur both on and offline.

The same level of online safety is expected if students access any form of remote learning. JRCS only use LA approved providers.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. We recognise that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard students. However, AI may also have the potential to facilitate abuse (eg, bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes' where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to access harmful content or bully students in line with this policy. This includes deepfakes and other image changing tools

Staff should be aware of the risks of using AI tools while they are still being developed and should carry out risk assessments for any new AI tool being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with Keeping Children Safe in Education.

Copilot is an example of closed AI and the only platform to be used in school. Please do not put student or any other sensitive material directly into AI. This could be a significant data breach.

Making referrals

Poor practice can stop referrals being made or picked up by the next level of support.

Examples of poor practice include:

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

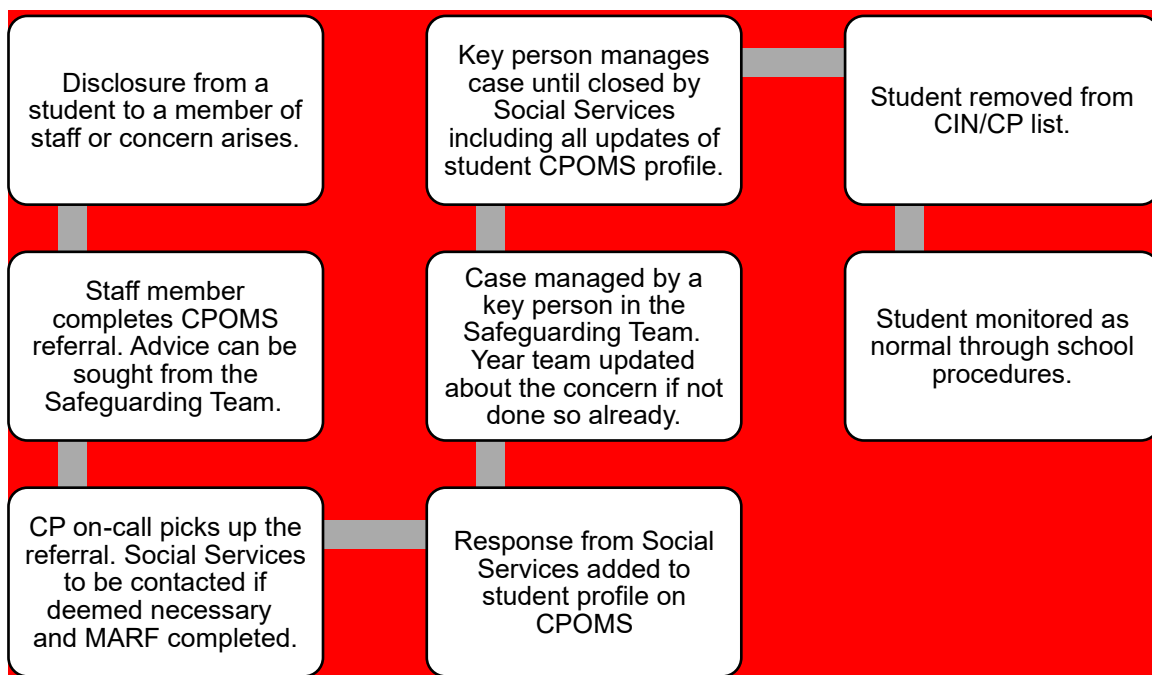
Any member of staff who has a safeguarding or CP concern should refer the matter directly and immediately to the Safeguarding Team. A written record of any safeguarding concerns or disclosures should be made using CPOMS and the referral process below should be followed. If for any reason CPOMS can't be used, a paper referral is to be handed to a member of the Safeguarding Team.

Where a child is registered at school, the member of staff on CP on-call or a member of the Safeguarding Team will initiate any referral.

A concern is a referral.

IN AN EMERGENCY find the CP on-call member of staff as soon as possible. An emergency means the child is in immediate danger or their actions could place another person in danger

Castle Green and site staff can refer concerns using a paper referral available from the Castle Green Manager's and Equans Manager's office. The referral should be taken to the member of the Safeguarding Team who is CP on-call immediately if it is possible to do so.



The Designated Safeguarding Lead or Deputies will make the decision if a referral is needed to the Barking and Dagenham Assessment Team based on digital referral form and other known evidence.

For referral to the Barking and Dagenham Assessment Team, contact 020 8227 3811 or 020 8594 8356 (out of hours) and speak to a referrals officer. This will need to be followed up with written confirmation using a Multi-Agency Referral Form (MARF) which must be emailed through using a secure email or password protected document. The Safeguarding Team will advise on the process if it is required.

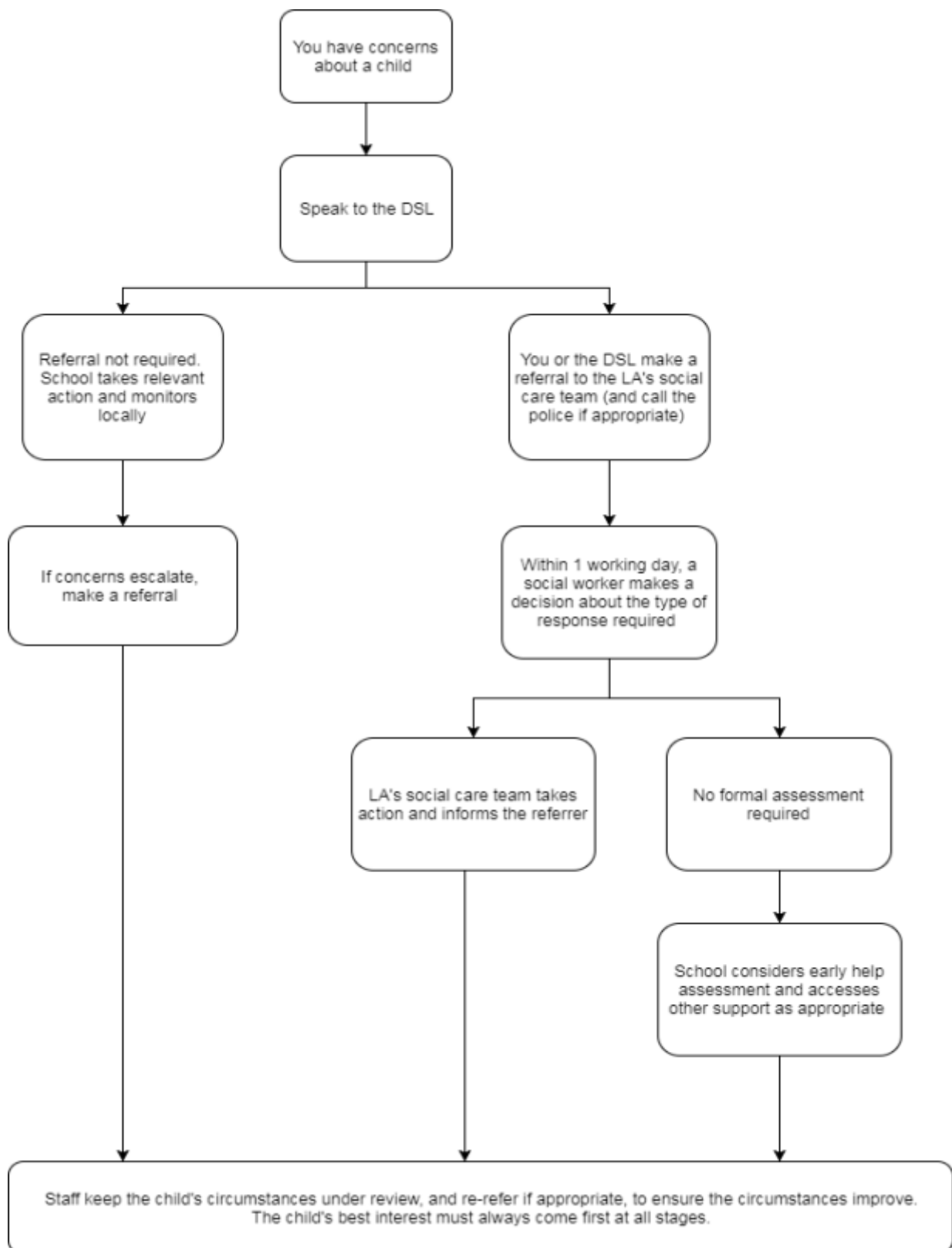
Any member of staff can contact and refer to Social Services in an emergency and when a member of the Safeguarding Team is not available using the above contacts. It is advised staff seek the support of a member of the Senior Leadership Team in such circumstances.

JRCS will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the Safeguarding Team member of staff on call will contact the parent in the event of a concern, suspicion or disclosure. However, if JRCS believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Social Care.

Where there are concerns about forced marriage or honour-based violence, parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

If a member of staff making a safeguarding referral is not satisfied the situation has been dealt with appropriately, they should speak to a senior member of the Safeguarding Team in the first instance and, if still unsatisfied, the Headteacher should be contacted. (See Appendix 2 - Action flow chart for a concern about a child.)

Summary



Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding and child protection. This is a complex area and involves consideration of a number of pieces of legislation. You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others.

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including Social Services departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 2018). Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible or desirable, but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989; statutory agencies have a duty to co-operate. Therefore, if the police or Social Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought from the Borough Legal Services Department if in doubt. All personal information to external agencies should be sent using a secure email link, ie, Egress or a Word protected document with the password in a separate email.

Data protection laws do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare.

Talking to and listening to children

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said;
- make the referral immediately if it is a child protection issue.

You should NEVER:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure;
- make the child feel like they are wasting your time.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. This is where the CPOMS system is utilised.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;

- be typed on to a CPOMS referral form as soon as possible;
- share the original email.

The member of the Safeguarding Team on duty will:

- assess any urgent medical needs of the child;
- carry out an assessment of risk for the child;
- consider whether the child has suffered, or is likely to suffer significant harm;
- check whether the child is currently subject to a Child Protection or Child in Need Plan or has been previously subject to a Plan;
- confirm whether any previous concerns have been raised by staff;
- consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm;
- seek advice if unsure that a child protection referral should be made;
- decide whether or not to make a referral to Barking and Dagenham's Triage Service.
- if a referral is not considered appropriate at that stage, the Designated Person will make full written records of the information that they have received detailing the reasons for their judgement that the matter was not referred to the local authority. All records are transferred to CPOMS.

Protecting yourself against allegations of abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room regularly;
- avoid working in isolation with children unless thought has been given to safeguards;
- Staff must not give out personal mobile phone numbers or private email addresses (even when on school visits);
- Staff must not give students lifts home in their own car (See Appendix 3);
- Staff must not arrange to meet students outside of school hours;
- Staff must not chat to students on social websites;
- Staff must only communicate with students online by using their JRCS email.

Under the Sexual Offences Act 2003, it is a criminal offence for anyone working in an education setting to have a sexual relationship with a student even when the student is over the age of consent.

Any use of restraint, ie, positive handling against students will be carried out and documented in accordance with the Use of Reasonable Force Policy. If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

"The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more than force than is needed'."

(KCSIE 2026, page 54)

All forms of Restraint and Restrictive practice are logged and monitored using a child first principle. Any intervention is a last resort, and all staff are encouraged to use de-escalation procedures. There are several provisions that may be used to help students to regulate their behaviour.

This includes:

- The Safeguarding reflection room
- Cubbie
- Sensory room
- Breakout room in the LSU

Following all instructions above will result in effective information sharing. This will help the safeguarding team to create a chronology around a child and aid their decision making. Does this child need intervention? Have we gathered enough information to refer this case to a multi-agency?



**Remember:
think the
unthinkable**

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Share any concerns about other members of staff

If you have a concern about	Speak to	Who
A member of staff	Headteacher	Lisa Keane
A volunteer	Headteacher	Lisa Keane
The Headteacher	Chair of Governors	Sue Richardson

If there is a conflict of interest in reporting to the Headteacher, go to the LADO, Mike Cullern.

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

[Whistleblowing for employees: What is a whistleblower - GOV.UK](#)

[Whistleblowing Advice Line | NSPCC](#): Staff can call 0800 028 0285 – and the line is available from 08:00 to 20:00 Monday to Friday, and 09:00 to 18:00 at weekends. The email address is help@nspcc.org.uk

Levels of intervention (outside of school support)

There are three thresholds for and three types of referral that need to be considered by the Safeguarding Team:

- 1) Is this a child with additional needs where their health, development or achievement may be adversely affected? Guidance states that trained practitioners should complete a Common Assessment Framework (CAF) when:
 - age appropriate progress is not being made and the causes are unclear; or
 - the support of more than one agency is needed to meet the child or young person's needs.

This is known as Community Based Early Help. Students subject to Community Based Early Help will be closely monitored to ensure they progress.

If a child does not require the support of statutory Children's Services, the Designated Safeguarding Lead (or a Deputy) will generally lead the liaison with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in carrying out this assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Local Authority Children's Social Care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse. Alternatively, qualified lead practitioners (ie, not a Social Worker) who may lead assessments before statutory intervention can continue to lead work with families up to and including Section 17.

- 2) Is this child in need? Section 17 of the Children Act 1989 says:
 - they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a Local Authority;
 - their health or development is likely to be impaired, or further impaired without the provision of such services;
 - they are disabled.

- 3) Is this a child protection matter? Section 47 of the Children Act 1989 says:
- children at risk or who are suffering significant harm;
 - children suffering the effects of significant harm;
 - children with serious health problems.

If this is a **child in need**, the member of staff on CP on-call will discuss with the team and parents. The member of staff on CP on-call will obtain parents' consent for referral to Barking and Dagenham Assessment Team (see below) or any other agency.

If this is a **child protection matter**, this should be discussed with designated staff and will need to be referred to Barking and Dagenham Assessment Team by the school as soon as possible. It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under Section 47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm.

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, eg, medical condition, communication difficulties or disability, which may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care, also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

Links with other policies

1. This policy document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse, domestic violence, neglect and families where there are mental health concerns.
2. Key documents are:
 - Barking and Dagenham Safeguarding Partnership procedures
 - Barking and Dagenham Children's Partnership Training Programme Booklet updated annually
 - Keeping Children Safe in Education (September 2026)
 - Working Together to Safeguard Children (2026)
 - What to do if you're worried a child is being abused (2015)
 - Information Sharing Advice for Safeguarding Practitioners (2015)
 - Data Protection Act (2018)
 - Data (Use and Access) Act 2025
 - Children Act (1989 & 2004)
 - Prevent Duty Guidance (2023)
 - Education Act (2011)
 - Anti-Bullying Policy
 - Behaviour Management Policy
 - Student Attendance and Punctuality Policy
 - Whistleblowing Policy
 - Safer Recruitment Policy
 - Policy on the Use of Reasonable Force and Other Restrictive Interventions
 - Health and Safety Policy
 - Educational Visits Policy
 - Code of Conduct
 - Staff transporting students in their own cars on school business (Appendix 3)
 - Online Safety Policy

Section 5– Students at the centre

Equality statement

Some students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing abuse. We are committed to anti-discriminatory practice and recognise students' diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.

We acknowledge our responsibility under the Public Sector Equality Duty

There is a hierarchy of response to safeguarding. It is fully understood that issues can occur to any student in any school. However, there are certain risk factors which make some individuals more vulnerable and subject to possible harm. They have fewer protective factors around them.

Whilst all children should be protected, we recognise that some groups of children, are potentially at greater risk of harm than others (both online and offline). The list below, is not exhaustive, but highlights some of those groups.

See Appendix 1 for details on specific safeguarding issues and reporting concerns. See Appendix 4 for a structured response to child-on-child abuse.

JRCS will support all students by:

- encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying;
- promoting a caring, safe and positive environment within the school where individuals are expected to take responsibility for their actions;
- offering universal support via assemblies, tutor time activities, drop down days and the PSHE programme;
- supporting their mental health and wellbeing through the 'Fit for School' assessment and the work of form tutors;
- listening to the views and wishes of all students through the student action groups;
- promoting the 'See Something, Say Something' motto;
- creating a culture where it is not OK for abuse of any sort to occur. This includes child on child and online;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- supporting parents;
- discussing students at the Student Support Panel (SSP) and keeping a student profile to monitor a student more closely if reason to do so;
- providing early internal support using the school's inclusion procedures;
- completing CAFs and carry out TAFs as required;
- notifying Children and Family Services as soon as there is a significant concern;
- providing continuing support to a student who leaves the school and about whom there have been concerns by ensuring that appropriate information is forwarded under confidential cover to the student's new place of education.

We give special consideration to the following students. This list is not exhaustive and there may be other students we give special consideration to.

Students with a Social Worker on the CP Register or with safeguarding concerns (EverCIN)

The number of students on a child protection plan varies. There are also other students about whom we have child protection concerns who are not on a child protection plan. We support students in various ways by:

- following the guidance set out in any child protection plans;
- ensuring they know and are comfortable about whom they can approach for help or if they have specific concerns;
- making sure their views and wishes are captured; their voices must be heard;
- monitoring their welfare carefully, including talking to them regularly about their wellbeing;
- attending any child protection meetings held on their behalf, including speaking on their behalf at such meetings should they request it;
- monitoring their attendance carefully and reporting any unexplained absence to social care;
- monitoring their academic grades carefully to try to ensure they are making good progress in school;

- enlisting the support of and liaising with other agencies as appropriate;
- checking that they have access to all elements of school life, including visits and other activities;
- informing appropriate staff that they are on a CP list without breaching confidentiality so he/she can work as a point of contact with agencies and the Designated Safeguarding Lead;
- careful monitoring of students open to tier 2. Is this enough? Have improvements been made?

Looked After Student (LAC) and those Previously Looked After (including PLACs and those in kinship care)

The Designated Staff for LAC is responsible for Looked After Children.

Section 20 of the Children and Young Persons 2008 Act states:

'The designated member of staff as having the responsibility to promote the educational achievement of looked-after children, including those aged between 16 and 18. This also includes previously looked after.'

The Designated Teacher is a qualified teacher who has completed the appropriate induction period.

We keep a list of students who are looked after by the Local Authority. In the light of the research that shows that these students fare less well at schools than their peers and to narrow this gap, we monitor their progress and wellbeing carefully by:

- being involved in and following the guidance set out in the student's personal education plan (PEP);
- be their person (or for another teacher to whom the child relates well) to take a particular interest in the student's welfare and to talk to them regularly;
- offering in-school support such as anger management, assertiveness or social skills training, as appropriate;
- targeting pupil premium specifically to support children in care;
- attending any liaison or review meetings held on their behalf, and keeping in touch with Social Workers and/or carers;
- monitoring their attendance carefully and reporting any unexplained absence to social care and the Educational Welfare service;
- monitoring their academic grades carefully to try to ensure they are making good progress in school;
- looking out for difficulties with homework or resources that may be a result of their being in care and giving them help to organise and manage their work and by providing the resources needed;
- enlisting the support of and liaising with other agencies as appropriate;
- checking that they have access to all elements of school life, including visits and other activities, and by giving these students the opportunities to take part in those self-esteem projects/residentials organised by the school, as and when appropriate;
- monitoring the allocation of pupil premium and premium plus;
- informing the Virtual Head of any new information or events. This is especially the case with suspensions.

In addition, we also keep a record of those students who are looked after by someone other than a parent, adopted, privately fostered or on special guardianship plans. We offer them a support package (chosen from the above) appropriate to their particular circumstances.

A privately fostered child is a child under the age of 16 (under 18, if disabled) who is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

The school or college will notify the Local Authority of any privately fostered children to allow the Local Authority to check the arrangement is suitable and safe for the child.

Young carers

It is the responsibility of the Designated Staff for LAC to keep a record of those students who play the part of a major carer for a family member. However, such families do not often publicise their situation for fear of social care involvement.

We offer a support package to these students appropriate to their individual situation. This package would contain elements of the support offered to students looked after by the Local Authority.

Heads of Year are key in this process because they know the students and families best. Any student who is identified as a young carer will be discussed at our weekly Student Support Panel (SSP) to ensure adequate scaffolding is in place.

If it is felt that a young carer requires support, an assessment could be made under Section 17ZA of the Children's Act 1989.

SEND students

JRCS recognises that, statistically, children with emotional and behavioural difficulties and/or special educational needs and disabilities are most vulnerable to abuse. SEND children may be less able to recognise or understand that they are being abused. Communication difficulties may make it harder for them to disclose abuse and/or dependency on their carer may mean they have no-one to tell. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The SENCO is central to the management and protection of the SEND students. She sits on SSP and has enhanced settings on CPOMS.

Staff must be very aware of their obligations due to JRCS hosting a 24 place Autism ARP. (Autism now replaces ASD in line with other legislation and the SEN Code of Practice.)

Children Missing Education (CME)

A Child Missing Education (CME) is defined by the Department for Education (DfE) as "a child of compulsory school age who is not on a school roll, nor being educated otherwise (eg, privately or in alternative provision) and who has been out of any educational provision for a substantial period of time (usually four weeks or more)." This definition also includes children who are receiving an education, but one that is not suitable to their needs, ie, age, ability, aptitude, SEND.

We monitor attendance closely and pattern watch. Regular attendance meetings with parents raise the profile of coming to school. The Attendance Manager is line managed by the DSL. Any concerns will be raised with the Local Authority.

Children who are absent from education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. We will respond to persistently absent pupils and children missing education in a timely fashion with multi-agency support (if appropriate). This includes when problems are first emerging but also where children are already known to Local Authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community. Our School Attendance Meeting (SAM) process is critical to early identification and pattern spotting.

The statutory guidance "Working together to improve school attendance" is acknowledged and understood.

Electively Home Educated students (EHE)

We acknowledge that parents have the right to home educate their children. Following the amended School Regulations 2016, the LA is informed of any student taken off roll.

Children in the court system and those with family members in prison

Children who are required to give evidence in criminal court will be given advice and guidance for the "Going to Court and Being a Witness" government guidance for 5-11 or 12-17 year olds. Parents will be supported through the advice on "child's arrangements" supplied by the Ministry of Justice.

Children whose parents are sent to prison (200,000 each year) are at risk of poor academic outcomes, poverty, stigma, isolation and poor mental health. The DSL for these students would work with Early Help, MASH and NICCO to support the child, staff and mitigate the negative consequences for these children.

Homeless children

The school will liaise with Housing Advice Service and children's social care to support any families and children at risk of becoming or who are suddenly made homeless. The contact details for this homeless service are:

Homeless Prevention Service
Tel: 020 8724 8323 (Monday – Friday, 9.00am-4.00pm)
Email: housingadvice@lbbd.gov.uk

The school will also utilise the government guidance for any 16-17-year-olds who are living independently.

The Homeless Reduction Act 2017 placed duties on Local Authorities to intervene at earlier stages to prevent homelessness. Please see the link below for the Homelessness Code of Guidance for Local Authorities.

<https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities>

Students needing mental health support

The 'Fit for School' assessment and the pastoral system is key to this. Year teams and tutors know their students best. It is key and changes in behaviour are reported using the school agreed system (CPOMS). This may result in a range of actions including a meeting with parents for a referral to CAMHS. A senior mental health lead has been identified. The key to this role is promoting and signposting wellbeing and mental health support. Mental health concerns will always be logged on CPOMS and viewed through the lens of safeguarding.

Students with English as Additional Language (EAL)

There is a member of staff assigned to students who are EAL. It is acknowledged that they may find it difficult to report any concerns they may have. The relationship between them and the designated teacher will hopefully assist with this. The year teams are also central in this process.

Asylum seekers

There is a member of staff assigned to students who are currently seeking asylum. It is acknowledged that they may find it difficult to report any concerns they may have. The relationship between them and the designated teacher will hopefully assist with this. The year teams are also central in this process.

Students who are lesbian, gay, bisexual, or trans (gender questioning)

The fact that a child or a young person may be LGBTQ is not in itself an inherent risk factor for harm. However, children who are LGBTQ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ. Risks can be compounded where children who are LGBTQ lack a trusted adult with whom they can be open. We will always remove barriers and provide a safe space for them to speak out or share their concerns with members of staff.

JRCS HAS A ZERO TOLERANCE APPROACH TO TRANSPHOBIA.

Students in this school have the right to be who they want to be. Support and guidance will be provided. Parents form a vital role in this process.

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race. Please see Appendix 5 for more details.

In addition to the list above, we also provide significant support to those students who have other challenges that may make them more vulnerable than their peers. An example of this could be those who have experienced double disadvantage and or trauma.

Support will always be provided for students and their wellbeing.

Staff must not initiate any action regarding social transition. We will only respond if a child or their parent specifically requests it. Staff must not adopt any changes relating to social transition without a decision involving the parents, except in exceptionally rare cases where doing so would pose a greater risk to the child. Schools are legally required to record a child's biological sex accurately wherever it is recorded.

Children must not enter toilets, changing rooms or any other facility that is used by the opposite biological sex.

No exemptions are permitted, even when supporting a child's social transition,

PE classes and sports participations are organised by biological sex for reasons of safety and fairness.

Students who are placed in an Alternative Provision (AP)

If an Alternative Provision provider is used, JRCS staff continue to be responsible for the safeguarding of that student and should therefore be satisfied that the placement meets the student's needs.

The cohort of students in Alternative Provision often have complex needs; there must be vigilance around their possible vulnerabilities. We will obtain written information from the Alternative Provision provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (ie, those checks that schools would otherwise perform on their own staff). This includes written confirmation that the Alternative Provision provider will inform the commissioning school of any arrangements that may put the child at risk (ie, staff changes), so that the commissioning school can ensure itself that appropriate safeguarding checks have been carried out on new staff.

We should always know where a student is based during school hours. This includes having records of the address of the Alternative Provision provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the Alternative Provision placements we make. Reviews should be frequent enough (at least half termly) to provide assurance that the student is regularly attending and the placement continues to be safe and meets the child's 47 needs. Where safeguarding concerns arise, the placement will be immediately reviewed, and terminated if necessary, unless or until those concerns have been satisfactorily addressed.

We are aware of the two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

- Alternative Provision DfE statutory guidance; and
- Arranging education for children who cannot attend school because of health needs(DfE statutory guidance).
-

Children with medical conditions

The fact that there has been an incident relating to the management of a child or young person's medical condition (including allergies) would not in and of itself warrant a referral to local safeguarding partners. A safeguarding referral would only be needed where an incident highlighted concern that the child or young person might be at an increased risk of being neglected, abused or exploited by persons inside or outside of their family unit because of their medical condition. This might occur where relevant information about a child or young person's medical condition is not provided to a school, college or setting, or where they are repeatedly sent without essential medication, thereby putting the individual at risk. Further information is provided in our statutory guidance on Supporting Pupils at School with Medical Conditions and Allergy Safety in Schools.

Section 6 - Allegations of abuse against a professional

Share any concerns about other members of staff

If you have a concern about	Speak to	Who
A member of staff	Headteacher	Lisa Keane
A volunteer	Headteacher	Lisa Keane
The Headteacher	Chair of Governors	Sue Richardson

If there is a conflict of interest in reporting to the Headteacher, go to the LADO, Mike Cullern.

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member, supply staff or volunteer should therefore be taken seriously. Please see the Whistleblowing Policy.

There are two levels of allegation/concern:

1. Allegations that may meet the harm threshold;
2. Allegations/concerns that do not meet the harm threshold – referred to as 'low-level' concerns.

As with a safeguarding work, 'low-level' concerns need to be monitored carefully to ensure a pattern is/has not emerged.

Keeping Children Safe in Education guidance clearly states that an adult humiliating a student is classed as a form of abuse and needs to be recorded as such.

If an allegation is received by the Headteacher or Chair of Governors, the following should be considered:

- has the professional behaved in a way that has harmed a child, or may have harmed a child?
- has the professional possibly committed a criminal offence against or related to a child?
- has the professional behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children?
- has the professional behaved towards a child or children in a way that indicates s/he is unsuitable to work with children?

The last bullet point is key because it includes behaviour that may have happened outside of school. This is known as a transferable risk.

Allegations of abuse made against staff, whether historical or contemporary, should be dealt with by the Headteacher who may refer to the Designated Safeguarding Lead (if the allegation is against the Headteacher, then it should be dealt with by the Chair of Governors). The Headteacher/Chair should contact the Local Authority Designated Officer (LADO) within one day of the allegation being reported to discuss the allegation if there are grounds to do so. This initial conversation will establish the validity of any allegation and if a referral is needed to the Assessment Team. Does the allegation meet the harm test? If this is the case, a strategy meeting will be called that the Headteacher/Chair should attend (if appropriate).

The decision of the strategy meeting could be:

- investigation by children's social care;
- police investigation if there is a criminal element to the allegation;
- single agency investigation completed by the school which should involve the School's HR Adviser.

The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion. If an individual is dismissed or removed due to safeguarding concerns or would have been had they not resigned, the Disclosure and Barring Service (DBS) will be informed. Consideration around a referral to the Secretary of State (via the Teaching Regulation Agency) will also be considered in some cases.

There are two aspects to consider when an allegation is made:

1. Looking after the welfare of the child – the Designated Safeguarding Lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the Local Authority's social care;
2. Investigating and supporting the person subject to the allegation – the case manager should discuss this with the LADO.

When dealing with an allegation we will:

- apply a common-sense judgement;
- deal with allegations quickly, fairly and consistently; and
- provide effective protection for the child and support the person subject to the allegation.

Suspension should not be an automatic response when an allegation is reported. All options to avoid suspension will be considered prior to taking that step. The case manager will consider carefully whether the circumstances warrant suspension from contact with children at the school or college, until the allegation is resolved. It will be considered only in cases where there is cause to suspect a child or other children at the school or college is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. If in doubt, the case manager will seek views from their personnel adviser and the LADO, as well as the police and Local Authority children's social care where they have been involved

For those allegations which do reach the threshold of the LADO, an investigation will occur. This investigation will have the one of the following outcomes.

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject of the allegation

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation.

The term, therefore, does not imply guilt or innocence, or

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Please see the Behaviour Management policy for the school's response to malicious allegations.

Low-level concerns

The term 'low-level' concern does not mean that it is insignificant. It simply means that they would not reach the harm threshold as decided by the LADO. This does not mean the school will fail to act.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

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

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

Professional standards must always be upheld. It is our responsibility to model the highest levels of behaviour and personal integrity.

Low-level concerns should always be shared with the DSL. Staff can also self-refer if they have found themselves in a situation which could raise concern. The DSL will then consider the information and act in line with school and LA guidelines. All concerns must be recorded in writing. This will include the following information:

- details of the concern;
- the context in which the concern arose
- action taken.

The information will be stored on the individual's file in line with Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR) and Data (Use and Access) Act 2025. Pattern watching will occur.

Low-level concerns must always be shared in a timely fashion. Do not sit on your concerns.

Remember, a concern is a referral.

Further details are available in Keeping Children Safe In Education (2026).

Section 7 - Mobile phones and cameras

The world is changing and as a school we do so many amazing things that need to be captured. This is for our social media accounts, year books and other appropriate tools of recording. Staff will not

take pictures or recordings of students on their personal phones or cameras unless they have explicit permission from a member of SLT. Staff must have a sound educational reason to use a personal phone/device to take photos of students, eg, for a sports fixture or a school trip and the request must be made during the pre-trip planning stage. We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school. We also consider the Data (Use and Access) Act 2025.

Staff must take the photo, email it to their work email only and then show a member of SLT that the image has been deleted from all files. Staff must never hold or store images on their personal devices.

Students are not permitted to use their mobile phones or any electronic devices while on the school site. Our Behaviour Management Policy outlines school rules on mobile phones for students.

- Years 7–9 must not bring in or be seen with a smart phone in or around the school building
- Years 10–11 must not be seen with a smart phone in or around the school building
- Years 12–13 may use electronic devices in designated areas

Section 8 - Safer recruitment, supervision and training for staff

Key note = Anyone volunteering in a school who teaches, trains, instructs or supervises children frequently or more than three days in a 30-day period is now in regulated activity.

All members of the Safeguarding Team have undertaken the two-day NSPCC Designated Safeguarding Lead or similar course and complete two-yearly updates as recommended by the NSPCC. Level Two and Level Three courses are also available for the Team through the Barking and Dagenham Safeguarding Children's Partnership training programme.

All staff undertake the National College online safeguarding course annually and receive regular updates via bulletins, whole staff meetings and emails as per government guidance. Training on legal responsibilities and school procedures is regularly updated. Staff are aware of the Designated Safeguarding Lead and Safeguarding Team for advice and clarification of duties and guidance.

When recruiting new members of staff, the school follows the guidance given in the Keeping Children Safe in Education and the Local Safeguarding Partnership Guidance. The school ensures that DBS checks are undertaken in line with our Safer Recruitment Policy, that references are taken up and obtained and that qualifications are verified. All Governors are also DBS checked on appointment. Staff will be requested annually to self-declare, informing the school immediately if their circumstances change.

In accordance with guidelines introduced in January 2010, at least one member of every interviewing panel will have completed and passed the National College Online Safer Recruitment training. Two generic safeguarding questions will be asked at interview of every candidate, both teaching and non-teaching. All applicants must complete an application form online; applicants' CVs and any "open" references will not be accepted by the school. The JRCS application form incorporates strict safeguarding procedures and practice and our safeguarding requirements are expressed in both advertisements and on job descriptions/person specifications. In addition, we have devised a safeguarding form for completion by trained admin staff in respect of every shortlisted application to ensure that any anomalies or concerns arising from their application form are addressed at interview.

All newly appointed staff are required to complete the National College online safeguarding training before commencing employment and will have further training during the school year. They should be aware of the Barking and Dagenham Safeguarding Partnership procedures as part of that induction programme and are given a copy of the school's Safeguarding and Child Protection Policy and Code of Conduct. National College online training is repeated every year and recorded along with any additional safeguarding training.

All staff must read the Keeping Children Safe in Education Part One extract and sign the declaration to say they have read the document prior to starting work at JRCS and will read all updates. Staff are made aware of the Safeguarding Team for any clarification required with this document.

Agency Staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made. They will be provided with a copy of this policy before they start.

Trainee / Student Teachers

Where applicants for Initial Teacher Training are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

Volunteers

We will:

- never leave an unchecked volunteer unsupervised or allow them to work unsupervised in regulated activity;
- obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity;
- carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. The school will retain a record of this risk assessment;
- Any volunteer frequently teaching, training, instructing, or supervising children is now legally required to have an enhanced DBS check with the children's barred list information due to The Crime and Policing Act 2026. The supervision exemption has been removed.

Visitors

The Headteacher will use their professional judgement when deciding upon the level of supervision required for visiting professionals such as educational psychologists, social workers etc. Their identification will always be checked before they enter the building. All visitors will be asked to sign in and wear a visitor's badge.

Visitors outside of the above who have not shown a copy of their DBS will never be left unsupervised in the school building. This includes parents.

It is important to note that, as part of the shortlisting process, we will consider carrying out an online search as part of our due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened and are publicly available online, which we might want to explore with any applicant at interview. We will always inform candidates of this

More details can be found in our Safer Recruitment Policy.

Section 9 – The use of school premises for non-school activities

As part of the school's community provision, we let the facilities on evenings and weekends. This may be to sport or community groups. It is our responsibility to ensure that appropriate arrangements are in place to keep children safe.

The Castle Green management team will always seek reassurances that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these needs) and they will liaise closely with them to monitor this. This will apply regardless of whether the children in attendance are on the school roll or not. This is in line with the guidance in Keeping Children Safe in out-of-school settings.

If a concern is received about an organisation using school premises, safeguarding procedures will be followed. This may include contacting the LADO to share the concerns.

More details can be found in the Castle Green Lettings Policy.

Alternative Provision settings

When we place a student with an Alternative Provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

There is a named person responsible for all students on any form of Alternative Provision. It is their responsibility to safeguard all the students, regularly visit and monitor their progress.

APPENDIX 1

Specific safeguarding issues

Staff should be aware that there are a number of safeguarding issues which put children in danger. Keeping Children Safe in Education have identified some of these and they are listed below. Further details can also be found in the Keeping Children Safe in Education document.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Broad government guidance on the issues listed below is available from GOV.UK and other government websites.

1 = 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. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus 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.

2 = Children who are absent from education, home or care

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

Children Missing Education (CME)

[Link: children missing education](#)

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Further details can be found in the Keeping Children Safe in Education document.

JRCS procedure for absent students:

- If a child is absent from school with no notice from parent/carer - parent/carer called;
- If parent/carer is unaware of absence, they are advised to contact child and involve police if felt necessary;
- If child arrives at school but leaves the building during the school day, an initial call to parents is made. If parents cannot be contacted, the police should be notified;
- Students missing from lessons. Building checked by staff. Parent/carer to be notified immediately if student is not found within 20 minutes;
- Students in the care of the Local Authority - all incidents of truancy should be passed to the Social Worker assigned by phone initially followed immediately by an email.

JRCS procedure for removing students from school roll:

- At JRCS thorough checks are made to avoid a student slipping through the net. We work in line with the Local Authority's guidelines and with LBBB officer responsible for CME;
- Notification of a student moving is followed up immediately to obtain a forwarding address. Parents are requested to supply a letter with the student's last expected day of school. All information is added to the borough's PAM form;
- If a student is transferring in-borough, they will remain on roll until they physically attend another school;
- If a student is moving to another borough/area, a home visit will be carried out to confirm that the family have left their property. The JRCS Attendance Manager will then contact the destination education authority with the student's new address. All information is recorded on the PAM. If after three weeks no request for information (CTF file) has been received, the Attendance Manager will contact the destination authority again to chase new placement allocation;
- If a student is emigrating or suddenly leaving the country, the destination address/country is required if possible. A home visit carried out to establish that the family have left. The Attendance Manager will notify the LBBB officer responsible for CME who will instruct when to remove from roll once all LBBB checks have been done.

Children missing from home or care

[Link: child missing from home or care](#)

In 2013, the Association of Chief Police Officers (ACPO) set out a new definition for a missing person (including children).

Missing - "Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime, or at risk of harm to themselves, or another."

When children go missing from home or care, their parents, carers, foster carers, guardians, or the manager of their children's home must report it to their local police force. The decision when to report a child missing is based on factors such as:

- the child has not returned home by a certain time;
- information that suggests the child has gone missing;
- being unable to locate, or contact the child;
- the age of the child, or level of vulnerability.

The Local Authority and schools, including academies, must work closely with the police and, whilst the child is missing, provide any information and support that can assist with locating the child. JRCS staff will always guide parents/carers to report missing children to police and, if appropriate, we may report to the School's Police Officer.

3 = Child Sexual Exploitation (CSE)

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

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

At JRCS the normal CP/safeguarding reporting procedures outlined in the policy should be followed if a member of staff suspects a child is at risk of or a victim of CSE.

4 = Child Criminal Exploitation (CCE)

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

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims

The Children's Society is a useful tool of reference: <https://www.childrenssociety.org.uk/>

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 any type of schools (including special schools), 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 CCE and CSE 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 (from school or home) and are subsequently found in areas away from their home;
- have been the victim, perpetrator or alleged perpetrator of serious violence (eg, 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;
- have their bank accounts used to facilitate drug dealing.

5 = Domestic abuse

The cross-government definition of domestic violence and 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;
- emotional.

It involves the use of power and control by one person over another. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Domestic abuse can also involve other types of abuse.

We use the term domestic abuse to reflect that a number of abusive and controlling behaviours are involved beyond violence. Slapping, punching, kicking, bruising, rape, ridicule, constant criticism, threats, manipulation, sleep deprivation, social isolation, and other controlling behaviours all count as abuse.

Living in a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of healthy, positive relationships. Children who witness domestic abuse are at risk of significant harm and staff are alert to the signs and symptoms of a child suffering or witnessing domestic abuse.

LBBD has a number of support agencies to which victims and children of victims can be reported.

At JRCS any student who discloses they are victim of domestic violence or has witnessed domestic violence should be reported using the CP/safeguarding referral procedure.

The Domestic Abuse Act 2021 recognises the impact such events has upon children. The Act classes them as victims in their own right if they see, hear or experience the effects of abuse.

We acknowledge the outcomes of Operation Encompass. We will be ready to support any child who is brought to school by police following a domestic incident.

National Domestic Abuse helpline: 0808 2000 247

More details and support can be found using the link below and looking at page 161.

https://assets.publishing.service.gov.uk/media/6a4cf903b7203c4c023fd2f3/Keeping_children_safe_in_education_2026_.pdf

The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse.

6 = Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

7 = So called 'honour'-based abuse

Female Genital Mutilation (FGM)

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

From October 2015, mandatory reporting came into effect that where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

At JRCS the normal CP/Safeguarding reporting procedures outlined in the policy should be followed unless a member of the Safeguarding Team is unavailable, in which case direct contact with police should be made as stated in the Keeping Children Safe in Education document.

Forced marriage

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

In addition, since February 2023 it has also 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.

8 = Gangs and youth violence

The school works closely with its partners to identify gang members and refer on to the programmes available locally to reduce risk. School-based intervention from the Inclusion Team will be used if no appropriate external support is available. Violence of all forms is dealt with using the school's Behaviour Management Policy and, in serious cases, referred on to the police and other partner agencies if this is appropriate. Staff can report issues to the Safeguarding Team.

Early identification is key. A wide range of agencies are utilised to support students and to show them that there is an alternative path. The agencies include Lifeline, Youth Offending Service, YARM and the Local Authority. We actively contribute towards the lost hours campaign.

Serious Violence

There are a number of indicators, which may signal children are at risk from, or are involved with, serious violent crime.

These may include:

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

The likelihood of involvement in serious violence may be increased by factors such as:

- being male;
- having been frequently absent or permanently excluded from school;
- having experienced child maltreatment and having been involved in offending, such as theft or robbery.

Please consider the information above, especially during break and lunch sessions. **It could happen here.**

9 = Mental health

Mental health problems in childhood and adolescence can have tragic consequences, including suicide, substance misuse, inability to live independently, on-going mental health issues, involvement in the criminal justice system, failure to complete school and other health problems.

Children from the poorest fifth of areas in England (including Barking and Dagenham) are three times more likely to suffer from mental health problems than those in the most affluent fifth of boroughs. Looked After Children (LAC) and children with learning disabilities (LD) are more likely to suffer mental health problems than other children. Nationally it is estimated that around 68% of Looked

After Children in residential care have mental health problems. However, for those in stable placements, reported mental health is similar to health in the general child population.

At JRCS students displaying behaviours which may be considered mental health issues will be offered a number of services, both in school using the Inclusion Team and in-school counselling service, and out of school services via out of school referrals to LBBD services. Parents will always be informed of our concerns and advised to seek external support as soon as possible. The support parents can access may be timelier in some circumstances and therefore parents will be encouraged to make these referrals.

Please contact Abbie Willis if you require any additional support or guidance.

10 = Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. **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 this definition of extremism calls for the death of members of our armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person / people, causes serious damage to property, or seriously interferes or disrupts an electronic system. The use of threats must be designed to influence the government or intimidate the public and is made for advancing a political, religious or ideological cause.

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.

From 1st July 2015 schools are under a duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. (Further details can be found in the Keeping Children Safe in Education document).

At JRCS the normal CP/safeguarding reporting procedures outlined in the policy should be followed. The Safeguarding Team will decide on the best course of action including referral to the police and the Channel.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Governors can call to raise concerns about extremism with respect to a student. Staff can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations. In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if:

- someone is in immediate danger;
- someone may be planning to travel to join an extremist group;
- something that may be terrorist-related is heard or seen.

11 = Making or sharing of nudes, semi-nudes and online abuse

There is no clear definition of ‘making or sharing nudes or semi-nudes’; instead the UK Council for Child Internet Safety (UKCCIS) published non-statutory guidance talks about ‘youth produced sexual imagery’. This includes images digitally altered or wholly generated by artificial intelligence, such as deepfakes.

This advice that the school has adopted covers:

- responding to disclosures;
- handling devices and imagery;
- risk assessing situations;
- involving other agencies, including escalation to the police and children’s social care;
- recording incidents;
- involving parents;

- preventative education.

When an incident involving youth produced sexual imagery comes to the school's attention:

- the incident will be referred to the Safeguarding Team as soon as possible. All incidents of making or sharing nudes or semi-nudes require a safeguarding response;
- the Safeguarding Team member on duty will hold an initial review meeting with appropriate school staff;
- there may be subsequent interviews with the young people involved (if appropriate);
- parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- at any point in the process, if there is a concern a young person has been harmed or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

After clear risk assessments by the DSL, the school may decide to respond to the incident without involving the police or children's social care but can choose to escalate the incident at any time if further information/concerns come to light. The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to students involved and the risks can be managed within the school's pastoral support and disciplinary framework and, if appropriate, local network of support. The decision will be made by the DSL with input from the Headteacher and input from other members of staff, if appropriate. The decision will be recorded in line with school policy. The decision will be in line with the school's child protection procedures and will be based on consideration of the best interests of the young people involved. This would consider proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

12 = Child on child abuse

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is likely to include, but may not be limited to, concerns already outlined in this policy, bullying (including cyberbullying), gender-based violence, sexual violence, sexual harassment, making or sharing nudes or semi-nudes, initiation type violence and upskirting (now a criminal offence). All such concerns should be reported using the CP/safeguarding referral system outlined in this policy. Where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm', the cause for concern will be referred to local agencies. All other levels of concern will be dealt with using the school's behaviour and discipline policy. In the event of child-on-child abuse disclosure, all students involved, whether perpetrator or victim, will be treated as being at risk (see Appendix 4 for more details).

Please refer to Keeping Children Safe in Education (2026) for further details.

13 = Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any Deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family 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, and in accordance with local procedures, this does not, and should not, replace a referral into Local Authority children's social care where a child has been harmed or is at risk of harm.

14 = Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crime continues to represent one of the most significant and rapidly evolving threats within the United Kingdom's crime landscape. Offences under the Computer Misuse Act 1990 (CMA) have risen substantially. Young people across the UK experiment with illegal online activity, often without understanding the legal or ethical

implications. The impact of cybercrime extends well beyond immediate financial losses, with scope to cause disruption to national infrastructure.

Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example, accessing a school's computer network to look for test paper answers or change grades awarded;
- 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources;
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

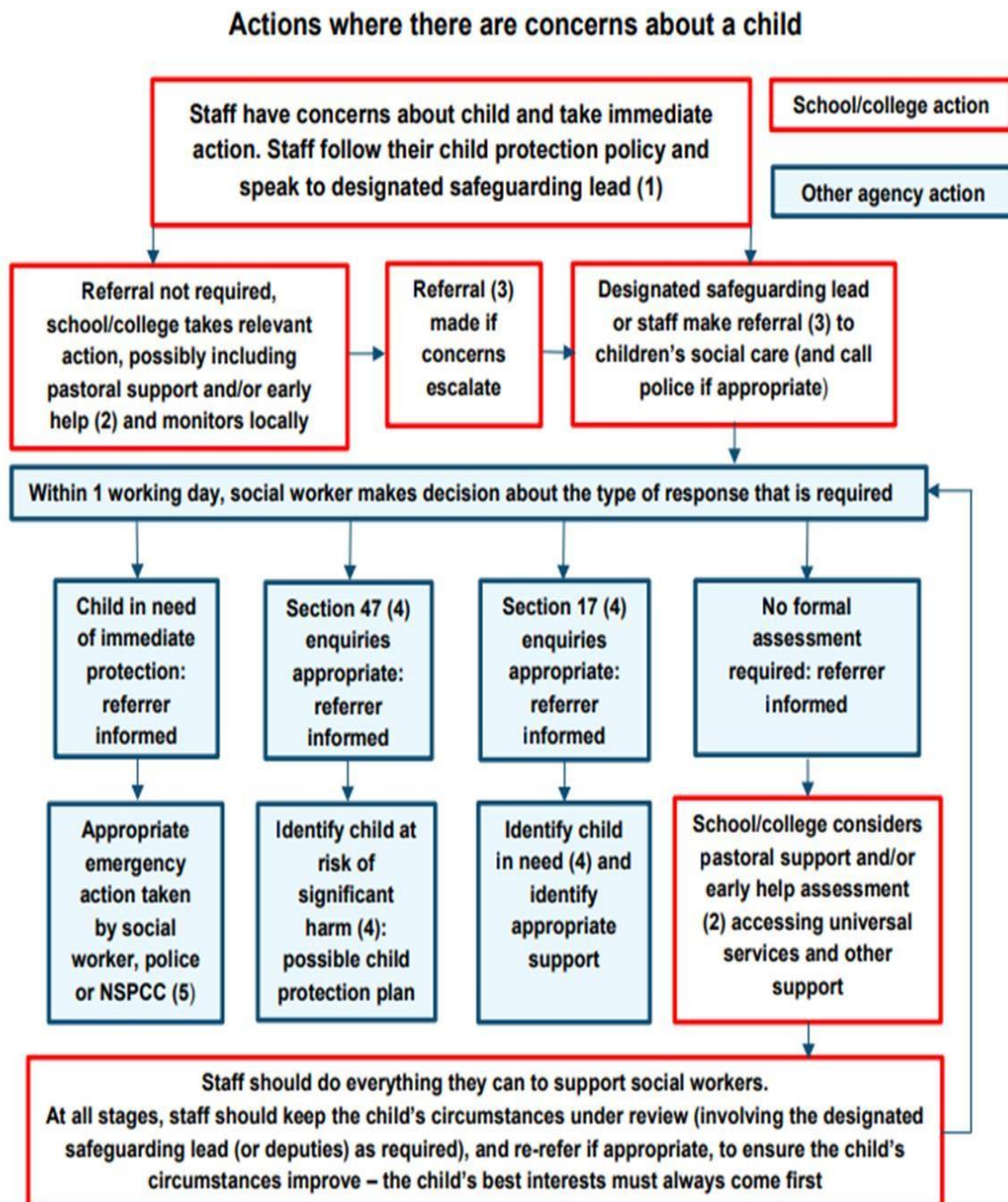
Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the Designated Safeguarding Lead (or a Deputy), should consider referring into the Cyber Choices programme. This is a nationwide preventative police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

APPENDIX 2

Actions flow chart for a concern about a child



APPENDIX 3

Staff transporting students in their own cars on school business

Rationale

The school recognises that in extreme circumstances it is necessary for staff to transport students in their own cars on school business. The Headteacher recommends that this be avoided wherever possible. However, in emergencies and on returning from trips late at night it may be necessary to return a child home if the staff member has the right level of insurance and the following procedures are followed.

Procedures for carrying students in your car

1) The central drivers' register

To safeguard both the member of staff and the student, the following criteria will be adhered to:

- The member of staff must have: Insurance that covers the transport of young people on employers' business; a current MOT certificate; Valid road tax; and driving licence.
- All documents must be shown to the HR Assistant who will photocopy them and place on file.
- The HR Assistant will ensure that a central drivers' register is maintained.
- It is the member of staff's responsibility to ensure that they show this documentation to the HR Assistant.

2) Before transporting a student

Before transporting a student, the member of staff should try to contact home and get the parents or a neighbour to pick up the student. If this is not possible, then the member of staff should:

- Ensure that their details are up to date and stored on the school's central drivers' register;
- Get permission over the phone from the parent or guardian to transport the student home;
- Gain permission from the Headteacher or someone delegated by the Headteacher;
- Ensure that the child is not alone with the member of staff by taking another member of staff with them in the car.

3) In the car

When staff are transporting students, they are responsible for the student wearing a seatbelt.

4) Accidents/incidents

In the case of a road traffic accident, these must be reported by the driver to their own insurance company and passengers must be advised of the name and address of the insurance company, if wishing to make a claim. All accidents/incidents that occur during school business must be recorded on return to school. They will be recorded following normal school procedures.

APPENDIX 4

Child on Child abuse

Students are capable of abusing each other (including online). The different forms of peer abuse include (but are not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- serious physical assault and harm, or the threat of harm with a weapon;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual making or sharing of nudes and semi-nudes;
- upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child on Child abuse is never acceptable. The Behaviour Management Policy will always be followed. This will involve parents and statutory services and police if required.

Children can abuse other children (often referred to as child-on-child abuse), and this can happen both inside and outside of school and online.

Always challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature.

Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

The Safeguarding Team will always follow the Behaviour Management Policy if child on child abuse is reported. We will regularly attend assemblies to encourage reporting and will remind all students that we will believe them. It is everyone's responsibility in this building to stress this message, 'We will believe you'

JRCS recognises that there is a scale of Harmful Sexual Behaviour (HSB), sexual harassment and sexual violence. This link provides a useful insight: [Sexual development and behaviour in children | NSPCC Learning](#)

Sexual violence and harassment

The following government document is key to our approach: [Review of sexual abuse in schools and colleges.](#)

Sexual violence, sexual harassment and harmful sexual behaviour is something which is not tolerated at JRCS. We have a zero tolerance to all forms of child-on-child abuse. This includes sexual violence and harassment. It also includes abuse which has happened outside of the school building or online. Such

abuse will never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”.

Addressing inappropriate behaviour can be an important intervention that helps stop problematic, abusive and violent behaviour in the future. Our role is to educate the whole child so they leave us as well-rounded individuals. This education includes showing children the difference between right and wrong.

Key things to remember:

- All children could be the target of sexualised violence or harassment;
- Girls are at greater risk of being the victim;
- Boys are at greater risk of being the perpetrator;
- All reports should be taken seriously. Children should feel that they are being listened to;
- Reassurance should be offered. This is a very stressful time for the child. It is great that they have spoken out;
- A victim should never be made to feel that they are causing a problem nor should they be made to feel ashamed;
- The alleged perpetrator should be supported.

What to do if a student reports sexualised violence or harassment to you?

Remember, how you respond to this may determine if other children come forward. If this is not acted upon, a culture of “What is the point? They don’t do anything” may occur. Always keep the view that “**it could happen here**” at the front of your mind.

- Reassure the child;
- Listen to them;
- Take them seriously;
- Follow the same procedure as you would for any other safeguarding concern. A written record is key;
- Once the child has finished talking to you, ask them to wait in The Standards Room or any other appropriate area
- Alert the member of CP on call;
- Inform the child of your actions;
- Remind them that you are available if they need you. They have reached out to you because they trust you.

What the Safeguarding Team will do

- Read your referral;
- Establish if advice provided in the following policy needs to be followed: Searching, Screening and Confiscation;
- Consider the views and wishes of the child;
- Identify if a crime has been committed;
- Identify any power imbalances;
- Identify the frequency of the incident;
- Conduct an immediate risk and needs assessment;
- This will always be conducted on a case-by-case basis.

The risk and needs assessment will consider the following five things:

1. The victim, especially their protection and support;
 2. Whether there may have been other victims;
 3. The alleged perpetrator(s);
 4. All the other children (and, if appropriate, adults, students and staff) – are any actions required to protect them from future harm; and
 5. How to support all parties involved.
- Children’s social care and other specialist services will be engaged as appropriate.
 - At the end of the process all information will be reviewed to ensure any lessons are learned. We are a reflective Safeguarding Team.

- All events will be logged on the safeguarding tracker. Even those which did not result in any further action. This is very important for picture forming and trend spotting.
- A planned education response will be considered.

Sexual violence refers to specific sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration, and A does not reasonably believe that B consents.

Assault by penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents. (NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (NOTE – this could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party).

What consent is: Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, eg, to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice: A child under the age of 13 can never consent to any sexual activity. The age of consent is 16 and sexual intercourse without consent is rape.

Please log all concerns on CPOMS but alert a member of the team in person. Such behaviour needs an immediate response. The team will then follow the steps as outlined in KCSIE 2026

Possible outcomes of an investigation

1 - Managed internally

We may take a view that the children involved are not in need of Early Help or that a referral does not need to be made to statutory services and that it is appropriate to handle the incident internally. It may be necessary to utilise the Behaviour Management Policy and provide pastoral support. The information will be recorded as highlighted above for pattern watching.

2 - Community or Early Help

It may be decided that a referral to statutory services is not required but a referral for Early Help is more appropriate. This is particularly helpful in providing support for non-violent harmful sexualised behaviour and it may prevent the escalation of sexual violence. Alongside this will be a strong educational response and, of course, the involvement of parents or care givers. The information will be recorded as highlighted above for pattern watching.

Some children and families may require more targeted support than that offered at the universal and community based Early Help level. The Families First Partnership (FFP) Programme Guide provides a toolkit to assist safeguarding partners set up effective Family Help models to identify children and families who would benefit from more targeted support through Family Help. By Family Help, we mean both targeted early help and support and services delivered under Section 17 of the Children Act 1989.

Targeted Early Help services delivered through Family Help are co-ordinated by a Local Authority and/or their partners to address specific concerns within a family. Examples of these include parenting support, mental health support, youth services, youth offending teams and housing and employment services. Targeted Early Help may be appropriate for children and families who have multiple and or complex needs. It is a voluntary approach, requiring the family's consent.

Practitioners who begin working with families at the targeted Early Help stage can continue to lead work with families if the child is later assessed to be a Child In Need as defined by Section 17 of the Children Act 1989.

Link: [FFP Programme guide: delivery expectations for statutory safeguarding partners in England: year 2 \(2026 to 2027\)](#)

3 - Referral to social care

This referral will always be made if the child has been harmed, is at risk of harm or is in immediate danger. This may lead to a full statutory assessment. We will still act to protect all those involved and educate the community whilst in the process of supporting the assessment.

4 - Report to the police

This step is not mutually exclusive and can occur in conjunction with the steps above or independently of them. We have a school's police officer with whom we will liaise.

We will then follow the procedures as highlighted in Keeping Children Safe in Education 2026 and support all external agencies.

All parties will be supported during and after the investigation.

A child abusing another child may be a sign that they have been abused themselves a sign of a wider issue within the culture of the school that needs addressing.

Taking disciplinary action and providing support can, and should, occur at the same time if necessary.

Formal statement of intent



JRCS HAS A ZERO TOLERANCE APPROACH TO CHILD-ON-CHILD ABUSE. STUDENTS ARE ASKED TO SAY SOMETHING IF THEY SEE SOMETHING. STAFF ARE ASKED TO REMAIN VIGILANT AT ALL TIMES AND REPORT AS A MATTER OF URGENCY.

IT COULD HAPPEN HERE

We are also aware that as of August 2024 the Home Secretary classed extreme misogyny as terrorism under new government plans. This is due to the staggering increase in the level of incidents of violence toward women and girls in the UK.

Home - Shore

The Lucy Faithfull Foundation's Shore Space offers a confidential chat service supporting young people concerned about their or someone else's sexual thoughts and behaviours. This is also a good reference tool for staff. www.lucyfaithfull.org.uk/shore/

Misogyny and misandry will always be challenged in JRCS.

APPENDIX 5

Important laws and regulations underpinning this safeguarding policy

Human Rights Act

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK.

It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
- Protocol 1, Article 2: protects the right to education.

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances.

Further information (including on absolute and qualified rights) can be found at the Equality and Human Rights Commission: <https://www.equalityhumanrights.com/>

Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010 (the Equalities Act).

According to the Equality Act, schools and colleges must not unlawfully discriminate against students because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their students and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting students or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at Equality Act 2010 and Schools:

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

For further information from the Equality and Human Rights Commission:

[Equality Act FAQs | EHRC \(equalityhumanrights.com\)](#)

Public Sector Equality Duty

The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges.

The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism. This is one reason why good record-keeping and monitoring of all forms of abuse and harassment is essential.

The PSED helps schools and colleges (which are subject to it) to focus on key issues of concern and how to improve pupil and student outcomes. Some students or students may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. Such concerns will differ between education settings, but it is important schools and colleges are conscious of disproportionate vulnerabilities and integrate this into their safeguarding policies and procedures.

For further information please see the Public Sector Equality Duty: Guidance for Schools on the Equality and Human Rights Commission website:

[Public Sector Equality Duty: guidance for schools | EHRC \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/public-sector-equality-duty/guidance-for-schools)

APPENDIX 6

Procedure for dealing with making or sharing nudes or semi-nudes)

This is a suggested approach based on guidance from the UK Council for Internet Safety and Department for Science, Innovation and Technology for all staff and for DSLs and senior leaders.

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'making or sharing nudes or semi-nudes' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a student to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL);
- Delete the imagery or ask the student to;
- Ask the student(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility);
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers;
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident, and reassure the student(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s);
- If a referral needs to be made to the police and/or children's social care;
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed);
- What further information is required to decide on the best response;
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown);
- Whether immediate action should be taken to delete or remove images or videos from devices or online services;
- Any relevant facts about the students involved which would influence risk assessment;
- If there is a need to contact another school, college, setting or individual;
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved);

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See Appendix 4 for more information on assessing adult-involved incidents;
- There is 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 their SEN);
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- The imagery involves sexual acts and any student in the images or videos is under 13;
- The DSL has reason to believe a student is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply, then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the students involved (if appropriate).

If at any point in the process there is a concern that a student has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the student at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, a child first approach will be applied.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. This will be done via CPOMS.

Curriculum coverage

Students are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our PDE curriculum. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is;
- How it is most likely to be encountered;
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment;
- Issues of legality;
- The risk of damage to people's feelings and reputation.

Students also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images;
- The receipt of such images.

This policy on the sharing of nudes and semi-nudes is also shared with students so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first;
- Approaching from the perspective of the child;
- Promoting dialogue and understanding;
- Empowering and enabling students and young people;
- Never frightening or scaremongering;
- Challenging victim-blaming attitudes.

We are committed to updating our RSE curriculum and policy in line with DfE guidance. This will be ready for 2026.

Online activity can also be a safeguarding concern. This can occur both in and outside of school. Please pay attention to the things students are saying and the sites they talk about.

Misogyny is now listed as a specific online content risk, alongside pornography, radicalisation, and extremism. Misogyny sits on a continuum. Left unchallenged, it can escalate to sexual harassment and sexual violence. Early identification and intervention are therefore presented not merely as good practice, but as a safeguarding imperative. When addressing perpetrators, staff will also tackle underlying misogynistic attitudes to prevent future harmful or abusive behaviour.

Misandry is the hatred, dislike, or prejudice against men or boys. It is the male counterpart to misogyny, which is hatred or prejudice against women.

This policy should be read in conjunction with the updated Relationship, Sex and Health Education (RSHE) policy

APPENDIX 7

Child Protection and Safeguarding: COVID-19 addendum (or any other times the school is forced to close. This has been kept in for security purposes)

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17. Links with other policies

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Amy Howe	ahowe@jorichardson.org.uk
Deputy DSLs	Gurjit Kaur Annette Meaney Fi Bashir Sharon Staggs Tanzim Siddiqah	gkaur@jorichardson.org.uk ameaney@jorichardson.org.uk fbashir@jorichardson.org.uk sstaggs@jorichardson.org.uk tsiddiqah@jorichardson.org.uk

Designated member of senior leadership team if DSL (and Deputy) can't be on site	Charlotte Boulton Karen Evans Becky Morris Becki Simpson	cboulton@jorichardson.org.uk kevans@jorichardson.org.uk rmorris@jorichardson.org.uk rsimpson@jorichardson.org.uk
Headteacher	Lisa Keane	lkeane@jorichardson.org.uk
Local Authority Designated Officer (LADO)	Mike Cullern	Mike.Cullern@lbdd.gov.uk
Chair of Governors	Sue Richardson	headteacher@jorichardson.org.uk (will be forwarded on)
Governor for Safeguarding	Eugene Dwaah	headteacher@jorichardson.org.uk (will be forwarded on)

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19 and reflects updated advice from our three local safeguarding partners: The Clinical Commissioning Group; East Area Borough Command Unit; and local authority (LA) London Borough of Barking and Dagenham.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE) definition of 'vulnerable children' includes those who have a social worker, including children:

- With a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first;
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately;
- A Designated Safeguarding Lead (DSL) or Deputy should be available at all times (see section 4 for details of our arrangements);
- It is essential that unsuitable people don't enter the school workforce or gain access to children;
- Children should continue to be protected when they are online.

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

All reporting continues to be on CPOMS for all JRCS staff. A member of the safeguarding team will be on duty each day. External agencies continuing to work with our students during closure may contact the school during normal opening hours or contact the DSL, DDSL or the member of staff they are working with to report the concern.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and Deputy) arrangements

We aim to have a trained DSL or Deputy DSL on site wherever possible. When not possible, the DSL or Deputy DSL will always be available to contact and will be working remotely from home. The member of SLT onsite will be able to co-ordinate this. Details of all important contacts are listed in the 'Important Contacts' section at the start of this addendum.

We will ensure that DSLs (and Deputies), wherever their location, know who the most vulnerable children in our school are.

The senior leader will be responsible for liaising with the off-site DSL (or Deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school;
- Update and manage access to child protection files, where necessary;
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our three local safeguarding partners;
- The local authority about children with education, health and care (EHC) plans, the Local Authority Designated Officer and children's social care, reporting mechanisms, referral thresholds and children in need.

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance. The exception to this is where any child we expect to attend school during the closure doesn't attend or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by calling home and following up with text/email if we can't get through;
- Notify their social worker, where they have one.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school. We report weekly on all vulnerable, EHCP, LAC students and our communication with them and their parents.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible via email, text, newsletter or post to gather this.

7. Child on child abuse

We will continue to follow the principles set out in Part 5 of Keeping Children Safe in Education when managing reports and supporting victims of child on child abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

We recognise that students are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for students.

All child on child abuse is unacceptable and will be taken seriously.

Most cases of students hurting other students will be dealt with under our school's Behaviour Management Policy, but this Safeguarding and Child Protection Policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence;

- Could put students in the school at risk;
- Is violent;
- Involves students being forced to use drugs or alcohol;
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

A concern is a referral.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in Part 4 of Keeping Children Safe in Education. Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but about whom we have safeguarding concerns. We will work with parents/carers to do this. These students were identified by the Student Support Panel prior to school closure and have been added to our vulnerable lists and the calls that are made home.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example, where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate.

Each child has an individual plan which sets out:

- How often the school will make contact – this will be at least once a week for identified vulnerable students and once a fortnight for all other students in the school;
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well or who lead on their case;
- How staff will make contact – this will primarily be over the phone or via email if not possible;
- How this will be recorded – on the sheets shared by the relevant staff.

We have agreed these plans with children's social care where relevant and will review them weekly. If we cannot make contact, we will decide on the next step and whether it is necessary to contact Children's Services or the Police.

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems;
- No contact from children or families;
- Seeming more withdrawn during any class check-ins or video calls.

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school. See section 13 below for information on how we will support students' mental health.

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. If ICT staff are unavailable, our contingency plan is to seek IT support from our external partner agency.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff Code of Conduct and ICT Acceptable Use Policy for Staff. Contact via email will be using school email and is encouraged as the primary way of contact regarding work issues. Calls home will be made to parents/carers and then passed to children in order to speak directly with them. Any staff wishing to carry out a live streaming to support learning will liaise directly with DSL and Deputy Headteacher Curriculum to risk assess prior to it taking place. The following points will be covered in this risk assessment

<https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf>

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

12.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online;
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school;;
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online.

13. Mental health

Where possible, we will continue to offer our current support for student mental health for all students.

We will also signpost all student, parents and staff to other resources to support good mental health at this time.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

14. Staff recruitment, training and induction

14.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and Part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school. We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with Keeping Children Safe in Education.

14.2 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our Safeguarding and Child Protection Policy
- ➤ Keeping Children Safe in Education Part 1

14.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

15. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or Deputy) and/or Special Educational Needs Co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them;
- The child's EHC plan, child in need plan, child protection plan or personal education plan;
- Details of the child's social worker;
- ➤ Details of the virtual school head.

Where the DSL, Deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

16. Monitoring arrangements

This policy will be reviewed as guidance from the three local safeguarding partners, the LA or DfE is updated.

17. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection Policy
- Code of Conduct
- ICT Acceptable Use Policy
- Health and Safety Policy
- Online Safety Policy
- Whistleblowing Policy
- Anti-Bullying Policy