



Annual Report on Safeguarding Children 2024-25

Date of report:	11/07/2025
Period covered by the report:	Academic Year 2024-2025

Name of Designated Safeguarding Lead (DSL):	Marcus Read	Assistant Head Teacher
Name of Deputy Designated Safeguarding Leads (DDSLs):	Nadine Lewis Helen Chrysafi-Bartrip Marcus Read Liz Luka Jess King	Head Teacher Deputy Head Teacher Assistant Head Teacher Assistant Head Teacher Assistant Head Teacher
Name of nominated Safeguarding governor:	Mark Chapman David Rees	Chair of Governor Co-opted Governor

Monitoring:

Single Central Record (SCR)	Mark Chapman and Marcus Read	Autumn Term 2024	13/11/2024
Single Central Record (SCR)	David Rees and Mark Chapman	Spring Term 2025	05/02/2025

Link Governor meeting	Mark Chapman and Marcus Read	Autumn Term 2024	13/11/2024
<ul style="list-style-type: none"> • SCR check (as above) • Guidance for new Link Governor • Policy work • Current updates on safeguarding 			

Link Governor meeting	Mark Chapman, David Rees and Marcus Read	Spring Term 2025	05/02/2025
<ul style="list-style-type: none"> • SCR Check (as above) • Recruitment – On-line searches protocols • Safeguarding curriculum <ul style="list-style-type: none"> ○ PSHE ○ On-line safety ○ Assembly themes/ ○ RSE • Case studies shared <ul style="list-style-type: none"> ○ Referral and follow up Family Needs Assessment (Section 17) 			

- Referral and follow up Family Needs Assessment (Section 47)
- Early Help
- EBSA concerns

Training:

What	Who	When	Status
Whole school Safeguarding updates (KCSIE 24 and change, system reminders)	All staff	Inset 04/09/2024	
Volunteers and new staff induction at start date	Volunteers and new staff	Ongoing	
Updates regarding safeguarding shared with staff throughout the school year via school email group and weekly staff business meeting, including: <ul style="list-style-type: none"> • Electronic copy of KCSIE Part 1 (2024) • Links to news articles of interest • Research articles, from NSPCC site • Shared concerns and updates regarding children's concerns. • Fortnightly Safeguarding DSL caseload meeting 	All Staff	On-going	
Marcus Read and Helen Chrysafi Bartrip – Update DSL training	DSL	June 2024	
Nadine Lewis, Jess King and Liz Luka – Update DSL training	DSL Team	June 2025	

Policy Work 2024/25:

All staff have been given KCSIE (Sept 2024), and signed register to confirm through Safe Smart, records held electronically.

Review and update to Child Protection Policy and/ or procedure reflecting important changes in KCSIE 2024 shared and discussed at TLC 10/10/24 to be ratified at FGB meeting 07/11/24

All volunteers at their induction have a safeguarding discussion and are given a copy of the above documents and emailed links to school website.

School has adopted the following model policies:

- Staff code of Conduct 2022-23 (including staff low level concerns)
- Safer recruitment 2022-23

Both policies are still current and reflect current practise and statutory requirements

Online safety policy 2023 reviewed with computing lead to reflect changes in KCSIE 2024; this is reflected in the Acceptable use policy for staff, volunteers and pupils. Online safety policy includes changes regarding filtering and monitoring.

Letting policy changes, include safeguarding expectations on the letter of premises and their responsibility to provided evidence of safeguarding lead and training of their staff.

Other related policies include:

- Behaviour (2023)

- Health and safety
- Medical Care Policy (2019) – Under review
- RSE (2021)
- SEND Policy and SEND School report (2024/25)
- Child on Child Policy 2022
- Attendance policy (2024)

Safeguarding numbers (September 2024– July 2025)

Number of Children	Total Autumn/ Spring/ Summer term (03/09/2024 – 11/07/25)		
	Family Unit/ Case	Number of Children	Closed (in School Year)
Referrals (School and external agencies)	13	16	7
Note	Increase in school referrals in summer term, including Child protection, Early Help and Disabled children's Team.		
Subject to Child Protection (CP) plan	2	2	1
	CP case transferred from Redbridge to Enfield. A RCPC agreed to step down to CIN 24/03/25 June 2024. ICPC attended in July, child now under CP plan going forward.		
Identified as Child in Need (CIN)	3	3	1
Early Help	6	11	5
	DSLs team attend TAF meetings in school		
Looked After Children (LAC)	4	4	1
	PEPS completed for all children One child formally adopted and now considered Post LAC.		
AS Fund Assessment	1	1	1
	Referral and assessment for support through the adoption support fund – Pupil now moved outside of LA		

	2024/25		
	Autumn 24	Spring 25	Summer 25
Allegations against staff (inc low level concerns)	2	0	3

	Incident shared with DSLs and acted upon appropriately, notes held by DSLs
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Autumn 2024	
Child on Child	Sexual: - Assault: 5 Fight: 1 Bullying: 2 Verbal : 1
	Incidents managed and recorded through behaviour workshop (period 03/09/24 – 06/11/24) Significant decrease in similar behaviours to the same period last school year. Impact of restorative approach supporting fuller Behaviour reported shared at The TLC governors meeting October 2024

There were two incidents in this periods when the school called the police to assist in matters around safety at school. Further details shared with Link Governors and at full governor body meeting

Spring 2025	
Child on Child	Sexual: 1 Assault: 5 Fight: 7 Bullying: - Verbal: 3
	Incidents managed and recorded through behaviour workshop (period 04/01/25 – 21/03/25) Increased in issues related to fighting, this was incidents involving the same pupils. Monitoring of these pupils to address issues and support interventions in place. Sexualised language used to another child and addressed through behaviour workshop. No further incident reported.

Summer 2025	
Child on Child	Sexual: 2 Assault: 3 Fight: 2 Bullying: 4 Verbal: 4
	Incidents managed and recorded through behaviour workshop (period 02/06/25 – 11/07/25) In creased level of identified bullying, linked to new pupils arriving and relating issues. Addressed with parents and monitoring. Fights recorded reduced from the spring term, interventions supported reduction.

Summary:

The above charts monitoring issues relating to Child on Child are those that have had reached Senior Leaders and required a Lunch Time Workshop and follow up. Phase lead interventions for low level behaviours and supported some behaviours and reduced

Ofsted Infants School:

Bounds Infants Ofsted report arrived in early September and published to the school community. The overall judgement was Outstanding and that safeguarding procedure and systems were effective.

Safeguarding

*The arrangements for safeguarding are effective.
Infant Ofsted Report July 2024*

KCSIE 2024 updates:

The following summaries updates and changes applied to KCSIE 2024

For the purpose of this guidance, the following definitions are in effect:

- **'Children'** includes everyone under the age of 18.
- **'Victim'** is used in its widely recognised and understood meaning. Not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.
- **'Alleged perpetrator'** and, where appropriate, **'perpetrator'** are used in their widely used and recognised meanings. Schools and colleges should think very carefully about the terminology they use, especially when speaking in front of children, as in some cases the abusive behaviour will have been **harmful to the perpetrator as well**. Schools and colleges should determine the appropriate terminology to use on a case-by-case basis.

Throughout KCSIE 2024, term **'must'** denotes when the person in question is legally required to do something, and the term **'should'** denotes when the advice set out should be followed unless there is a good reason not to.

Part 1:

- Safeguarding and promoting the welfare of children is now defined as:
 - Providing help and support to meet the needs of children as soon as problems emerge (this bullet point is new)
 - 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
 - Making sure 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
- In the list of indicators for early help (paragraph 18), you should now also be alert to any child who:
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
 - Has a parent or carer in custody (previously it was in 'prison'), or is affected by parental offending
 - Is frequently missing/goes missing from education, home or care (the word 'education' has been added)
- When referring to 'abuse and neglect', the guidance now also refers to 'exploitation' throughout (e.g. see the heading at the top of page 11)
- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 29)

Part 2 :

Children who are lesbian, gay, bisexual or gender questioning

- This section has been updated but **remains under review** until the [gender questioning children consultation](#) results and final guidance have been published.
- The phrase 'gender questioning' has replaced the word 'trans'.
- This section reflects that the Cass review:
 - Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs
 - Recommended that families should be encouraged to seek clinical help and advice when making decisions about support for a gender questioning child
 - <https://cass.independent-review.uk/home/publications/final-report/>
 - CASS Review Final Report available on the school Safeguarding share point
- KCSIE says your school should take a cautious approach to supporting a gender questioning child and:
 - Consider the broad range of the individual's needs
 - Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
 - Include any clinical advice that is available
 - Consider how to address wider vulnerabilities, such as the risk of bullying

Annex A

- The changes in terminology around the safeguarding definition and 'unexplainable and/or persistent absences from education' in part 1 have not been reflected in Annex A. We've contacted the DfE to check whether these should also be updated for Annex A

Annex B

- The section on preventing radicalisation is still under review after the government published a [new definition of extremism](#) earlier this year.
- Changes include:
- An updated definition of radicalisation, which is 'the process of a person legitimising support for, or use of, terrorist violence'
- Small terminology changes to bring the guidance in line with the Prevent Duty 2023, such as 'the need to prevent people from being drawn into terrorism' to 'the need to prevent people from becoming terrorists or supporting terrorism'

Annex C

- The final bullet point in the section on holding and sharing has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
- This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program

Safeguarding through the curriculum:

At the start of the school year all classes planned a week of learning around PSHE themes and relationship building, transition and support. The aim to develop relationships with Class teams at the beginning of the school year and to support all pupils to feel settled at the start.

Following the incident at the school gates in September. PSHE planned learning around stranger danger and stranger awareness.

Planned PSHE curriculum informs whole class assemblies and develops a wider whole school approach to challenge, value and nurture.

Assembly and PSHE themes Autumn 2024:

- Transition
- Stranger danger
- Good behaviour around school
- Restorative justice approach
- Racism
- Bullying

Assembly and PSHE themes Spring 2025:

- Bullying
- Self-belief
- Growth mindset/ resilience
- Deprivation
- Disabilities
- Different types of families (relationship)

Assembly and PSHE themes Summer 2025:

- Moving on (transition)
- Physical Health
- Relationship and Sex Education - RSE

Online safety:

Online safety day (6th February 2025), focus lessons and discussions with classes around on-line relating to 'scams' and 'phishing'. Looking at how to keep your-self safe and understand what this looks like and the impact it can have. Classes in Key Stage 2 took part in the BBC live lessons.

[Safer Internet Day 2025 – Live Lesson - BBC Teach](#)

PANTS:

Early year's delivered NSPCC PANTS session to all children. To develop their understanding of body safety and how to keep themselves safe. Year 1 and 2 also revisited this learning from previous year to consolidate the children's understanding.

[Let's talk PANTS with Pantosaurus! | NSPCC](#)