



Safeguarding in Schools and EY Settings

September 2018

Contents

1) Introduction	Pages 5-6
2) School/Setting Commitment	Page 6
3) Providing a safe and supporting environment;	Pages 7-14
<ul style="list-style-type: none">• Roles and Responsibilities• Safer Recruitment and Selection• School/Setting training and staff induction• Safe Practice• Helping Children to keep themselves Safe• Partnership with Parents• Partnerships with Others• Related school/Setting Policies	
Children Missing Education (CME) and Children Missing from Education (CMfE)	Pages 14-15
Records & Information Sharing	Pages 15-16
Identifying Children and Young People who may be Suffering Significant Harm	Pages 16-21
<ul style="list-style-type: none">• Child Protection procedures• Female Genital Mutilation (FGM)• Harmful sexual behaviour in an educational setting• Peer on peer abuse• Gang affiliation	
PREVENT	Pages 20-27
<ul style="list-style-type: none">• Honour based violence• Forced marriage• Private fostering arrangements• Domestic abuse• Child sexual exploitation• Channel Guidance	
Taking Action to Ensure that Children are Safe at School/Settings and at Home	Pages 27-32
Allegations Regarding Person(S) Working in or on behalf of the School/Setting (including volunteers)	Pages 33-36

- Children who harm others
- Whistleblowing

Safeguarding Policy for Schools and EY Settings

September 2018

School: Edinburgh Primary School

Head Teacher: Jane Harris

Named personnel with designated responsibility for Safeguarding

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor/Trustee or Committee member	Chair of Governors /Trustee or Committee member
2018-2019	Bal Jheeta	Piers Maitland (Staff who have had completed advanced safeguarding training via Kidscape) Sana Iftikhar Amanda Spencer Sarah Finn Sandra Barrett Rachel Kercani Shirley Hanna Ahmed Ali	Robert Cohen	Tom Goodall

Named personnel with designated responsibility regarding allegations against staff

Academic Year	Designated Senior Manager (this would normally be the Head teacher or owner/manager)	Deputy Designated Senior Manager	Chair of Governors, trustees or committee member	Nominated Governor Trustee or committee member
2018-2019	Jane Harris	Piers Maitland	Tom Goodall	Tom Goodall

Dates the Safeguarding Policy is reviewed and dates of any safeguarding audits

Review Date	Changes made/Details of action plan	Due Date	By Whom
September 2018	Revised policy by Waltham Forest	September 2018	Bal Jheeta
May 2017	Borough Safeguarding Audit	July 2017	Bal Jheeta
January 2016	Whole new policy to meet government guidelines	December 2015	Bal Jheeta
January & February 2016	External Safeguarding Audit by Ann Stuart	February 2016	Ann Stuart

Dates of Staff training and details of course title and training provider

Whole school/setting	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead
Safeguarding update/awareness September 2017 Jane Harris	Bal Jheeta Half Day Refresher – Ann Stuart 1/12/17 Bal Jheeta	Jane Harris Advanced Safeguarding - Kidscape 06/07/17 Piers Maitland
	Level 1 CPD – Forum Business Safeguarding in Schools Specialist	Advanced Safeguarding - Kidscape

	Certificate January 2016	08/12/16
<p>April 2017</p> <p>Safeguarding update/awareness</p> <p>Bal Jheeta</p> <p>Prevent Training – Lyndsey Phillips</p> <p>Due 11/04/17</p> <p>FGM training – Hibo Wardere</p> <p>13/01/17</p>	<p>Bal Jheeta</p> <p>Half Day Refresher – Ann Stuart</p> <p>17/06/15</p>	<p>Jane Harris</p> <p>Advanced Safeguarding – Kidscape</p> <p>27/02/15</p> <p>Piers Maitland</p> <p>Advanced Safeguarding – Kidscape</p> <p>27/02/14</p>

Introduction

1. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications. [Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.]
 - 1.1 Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
 - 1.2 This policy is in line with statutory guidance for schools/settings and colleges; [Keeping Child Safe in Education \(2016\)](#), [Early Years Foundation Stage \(EYFS\) \(2017\)](#) [Working Together to Safeguard Children \(2015\)](#), [London Child Protection Procedures \(5th Edition\)](#), [‘What to do if You are Worried a Child is Being Abused’ 2015](#) and Ofsted guidance [‘Inspecting safeguarding in early years, education and skills’ \(2016\)](#)
 - 1.3 The statutory guidance **Keeping Children Safe in Education 2016** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Other childcare providers may also find it helpful to refer to this guidance. Unless otherwise stated, ‘school’ in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. ‘School’ includes maintained nursery schools. ‘College’ means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
 - 1.4 All staff must read Part One of Keeping Children Safe in Education 2016 guidance and staff can find a copy in staffroom, in blue safeguarding file.
 - 1.5 Everyone working in or for our school/setting service shares an objective to help keep children and young people safe by contributing to:
 - providing a safe environment for children and young people to learn and

develop in our school/ setting, and

- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school/setting

2. School/Setting Commitment

2.1 School/Setting is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance.

2.2 We recognise that:

- Some children may be especially vulnerable to abuse
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school/setting, their behaviour may be challenging
- Children can be victims and perpetrators of abuse
- Children who harm others may have been abused themselves
- Allegations can be made against staff, however careful and safe our recruitment practices

2.3 This policy will be updated annually and known to everyone working in the school/setting and the governing body. The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school/setting to identify, assess, and support those children who are suffering harm.

2.4 The school/setting's safeguarding arrangements are inspected by Ofsted [*or your relevant body*] under the judgements for personal development, behaviour and welfare.

2.5 This policy is available on the school/setting website and is included in the staff handbook, volunteers' handbook and staff employment manual (*add or delete as applicable*)

2.6 It will also be available to parents on request.

3. Providing a Safe and Supportive Environment- Roles and Responsibilities

3.1 Our Governing Body/Owner/Manager/Trustees will ensure that:

- The school/setting has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request.
- The school/setting operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- The school/setting follows the Working Together and London Child Protection procedures for dealing with allegations of abuse against staff and volunteers. Part 4: Keeping Children Safe in Education 2016 also provides guidance on managing allegations made against staff.
- A senior member of the school/setting's leadership team is designated to take lead responsibility for safeguarding (and deputy) and must be available during school/setting open hours.
- They have a named governor lead/named owner/committee lead for safeguarding.
- Staff undertake appropriate safeguarding/child protection training, at regular intervals receiving regular safeguarding updates/briefings at least annually.
- They remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements.
- A governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher.
- Where services or activities are provided on the school/setting premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school/setting on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged.

3.2 Our Head teacher/Proprietor will ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meeting and ensuring a provision of Early Help
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves online;
- They have completed the on-line or face to face Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A deputy senior manager is appointed to deal with allegations against staff in the absence of the head teacher.

3.3 Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals

- Refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- Act as a source of support, advice and expertise within the educational establishment and have access to KCSIE, Working Together and the online London Child Protection Procedures
- Liaise with the head teacher/owner/manager to inform him/her of any issues and on-going investigations and ensure there is always cover for this role;

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral;
- Have knowledge of the escalation policy, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's/settings safeguarding policy;

- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years.

-

Raising Awareness

- Ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body/Committee or Proprietor regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensures the child protection file is copied for the new establishment as soon as possible and transferred to the new school/setting separately from the main pupil files, as well as ensures the pupil's social worker is informed.

3.4 All staff and volunteers will:

Fully comply with the school's/setting's policies and procedures, attend appropriate training and inform the designated safeguarding lead of any concerns.

Safer Recruitment and Selection

- The school/setting pays full regard to the statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2016\)](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school/setting and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining personal references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service](#) (DBS).
- Our school/setting endeavours to ensure that we do our utmost to employ safe staff by following the [guidance in Keeping Children Safe in Education (2017) together with the LSCB and] the school's/setting's Staff Recruitment policy and procedures in the safeguarding file in the finance office.
- Further details are contained in the [Safer Recruitment Policy](#).

School/Setting Training and Staff Induction

- The school's/setting's designated safeguarding lead and governor/owner/manager with designated responsibility for safeguarding will undertake child protection training for designated safeguarding leads and refresher training at two yearly intervals.
- All other school/setting staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly.
- All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the schools'/setting's safeguarding policy and informed of school's/setting's safeguarding arrangements on induction.
- Staff will be supported by Bal Jheeta The DSL will be supported by Jane Harris and/or Robert Cohen
- The DSL will know how to access the on-line London Child Protection Procedures.
- If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Waltham Forest Multi Agency Safeguarding Hub (MASH) based at Juniper House.

[See Appendix – Key Contacts for Child Protection Issues in Waltham Forest](#)

- Developing effective staff supervision in early year's settings is crucial in ensuring safe practice and staff training needs. The Local Authority has produced a supervision toolkit with a supervision template for Early Years practitioners to use via the HUB.
- Staff in settings will require regular supervision by a trained supervisor. Each setting needs to develop a supervision policy to include a supervision contract between staff and supervisor.
- Child-minders will continue to be supported by the development workers who provide regular advice and support. They are expected, however, to carry out effective staff supervision. Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.
- All new staff; including newly qualified teachers and support staff will receive induction training and have a mentor or co-ordinator with which they can discuss concerns including safeguarding concerns. The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

Safe Practice

Our school /setting will comply will comply with the current [Guidance for Safer Working Practice for Adults who work with Children and Young People](#) and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school/setting.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question
- discuss and/or take advice from school/setting management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Helping children to keep themselves safe

- Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school/setting life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school/setting continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.
- All pupils know there is designated safeguarding lead responsible for safeguarding and who this is; that they have a right to speak to this member of staff in confidence. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps

can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

Partnership with Parents & Others

- The school/setting shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.
- The school/setting will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school/setting will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school/setting will, of course, always aim to maintain a positive relationship with all parents.
- Our school/setting recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Waltham Forest Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

Related School/Setting Policies

- Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school/setting security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.
- **Bullying:** While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.
- All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school/setting and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling

bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

- **E-Safety:** The school/setting recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education.
- Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, tumblr, Snapchat and Instagram.
- Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.
- The school's/setting's **e-safety policy** explains how we try to keep pupils safe in school/setting and protect and educate pupils in the safe use of technology. Cyber bullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.
- Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Pupils are not permitted to use any personal hand held devices during the school day. Further information can be found in the school's E-Safety policy which can be found on the school's website.
- Setting's e-safety coordinator is Piers Maitland
- Chat rooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school/setting. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.
- The school/setting has an **e-safety policy** that is known to all staff and pupils.
- The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

- To protect pupils we will:
 - ✓ Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications)
 - ✓ Seek parental consent
 - ✓ Use only the pupil's first name with an image
 - ✓ Ensure pupils are appropriately dressed
 - ✓ Encourage pupils to tell us if they are worried about any photographs that are taken of them

4. Children Missing Education (CME) and Children Missing from Education (CMfE)

- 4.1 Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school/setting day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.
- 4.2 The school/setting follows the Safeguarding Children Practice Guidance; Children Missing from School from the London Child Protection Procedures and will refer all cases of concern to their Education Welfare Officer (EWO) or Attendance Lead. The school/setting also refers to the Waltham Forest locally agreed policy and procedures.
- 4.3 Where parents inform our school/setting that they wish to 'home educate' their child, our school/setting will inform the Local Authority in accordance with the Elective Home Education procedure.
- 4.4 In Waltham Forest, the Behaviour, Attendance & Children Missing Education Service within Early Help is responsible for agreeing and monitoring CMfE (Children Missing from Education) with the Procedures for Once a School Place has Been Offered.
- 4.5 Where extended school/setting activities are provided by and managed by the school/setting, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.
- 4.6 When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.

5. Records and Information Sharing

- 5.1 Confidentiality: The school/setting will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2015\)](#) and have a clear and explicit confidentiality policy.
- 5.2 Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration.
- 5.3 The school/setting policy should indicate:
- When information must be shared with police and social care where the child/young person is / may be at risk of significant harm
 - When the pupil's and/or parent's confidentiality must not be breached
 - That information is shared on a need to know basis
- 5.4 The School/setting's record-keeping policy for child welfare and child protection is consistent with DfE guidance, which is known to all staff.
- 5.5 In order to keep children safe and provide appropriate care for them, our school/setting requires accurate and up to date information regarding:
- Names and contact details of persons with whom the child normally lives
 - Names and contact details of all persons with parental responsibility (if different from above)
 - Emergency contact details (if different from above)
 - Names and schools/settings of any siblings
 - Details of any persons authorised to collect the child from school/setting (if different from above)
 - Any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
 - If the child is or has been subject to a child protection or care plan
 - Name and contact detail of G.P.
 - Any other factors which may impact on the safety and welfare of the child
- 5.6 The school/setting will collate, store and agree access to this information.
- 5.7 All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be locked away and only accessible to the head teacher and the

designated safeguarding lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection. Original copies will be retained according to school/setting policy on retention of records. Schools/settings may also use digital/online recording systems with suitable security.

6. Identifying Children and Young People who may be Suffering Significant Harm

- 6.1 Teachers and other adults in school/setting are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school/setting staff being alerted to concerns. All factors are included to create a holistic bank of information to coincide and be used as evidence; such as 'Cause for Concerns', SEND records, behaviour records, medical records, home visits (announced and unannounced) records and meetings with parents/carers.
- 6.2 As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.
- 6.3 **Harm** means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.
- 6.4 **Abuse and Neglect** are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or 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 a stranger. They may be abused by an adult or adults, another child, children or young people. **There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.**

Recognising abuse

- To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.
- Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.
- Abuse may be committed by adult men or women and by other children and young people.
- Four categories of abuse are physical, emotional, sexual or neglect.

Children who may be particularly vulnerable

- Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Children with special educational needs and disabilities

- Additional barriers can exist when recognising abuse and neglect in this group of children. This can include;
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
 - Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
 - Communication barriers and difficulties
 - Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)

- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased
 - A disabled child's understanding of abuse
 - Lack of choice/participation
 - Isolation
- To ensure that all of our pupils receive equal protection we will give special consideration to children who are;
 - Young carers
 - Affected by parental substance misuse, domestic violence or parental mental health needs
 - Asylum seekers
 - Living away from home
 - Vulnerable to being bullied, or engaging in bullying
 - Living in temporary accommodation
 - Live transient lifestyles
 - Living in chaotic and unsupportive home situations
 - Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
 - At risk of sexual exploitation
 - Do not have English as a first language
 - At risk of female genital mutilation (FGM)
 - At risk of forced marriage
 - At risk of being drawn into extremism.
- This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Female Genital Mutilation (FGM)

- FGM is a cultural practice and is illegal in the UK and is considered violation of human rights by the United Nations. It is considered as a form of child abuse with harmful consequences in short and long term. Individuals, groups in relevant communities and professionals in all agencies need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
- In the UK, FGM is a criminal offence and a harmful form of child abuse. It is illegal to practice in the UK and/or anyone involved in taking girl outside of the UK to have FGM carried out will be punished under the [FGM Act 2003](#) and [Serious Crime Act 2015](#). LBWF follows a comprehensive approach comprising care, prevention, enforcement, through promoting protection measures and safeguarding young girls from FGM. The Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and

other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with existing local safeguarding procedures. For training support around FGM for teachers and students, please contact;

Mamta Sagar

Specialist Practitioner

Tel: 07966622501

Mamta.sagar@walthamforest.gov.uk

Harmful Sexual Behaviour (HSB) in an Educational Setting

- If a school or education setting has concerns about a child or young person exhibiting sexualised or harmful sexual behaviour, they should in the first instance (if there is an identified AIM trained member of staff) screen the incident(s) using the 'AIM for Education Settings' tool, unless the incident(s) warrant immediate police intervention. The outcome of this assessment will guide the school/setting with regard to subsequent referrals, internal risk management, strategies and intervention.
- Unless the outcome of the assessment is 'Healthy', the school/setting should then compile a chronology of relevant incidents to support pattern mapping and complete a referral to the Multi Agency Safeguarding Hub (MASH).
- The setting / establishment is required to implement a School/setting's Safety and Support plan for both the child that has harmed and the child that has been harmed. Throughout the process it is desirable that parents are engaged and informed.

Referrals:

- Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the setting/establishment will make separate referrals to children's Social Care (MASH) for both the harmed and the harmer.
- The setting/establishment should be mindful of the sections in both KCSIE and the London Child Protection Procedures concerning "Children Harming Others" and "Safeguarding Sexually Active Children" and work closely with Social Care, Harmful Sexual Behaviour Lead, Police and other agencies following the investigation of a referral.

Peer on Peer Abuse

- Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. At Edinburgh staff ensure that all pupils feels safe by promoting behaviour policy through assemblies, promoting safe play and training midday supervisors, PSCHE lessons, pupils having the opportunity to seek support through Place 2 Be counselling service.

Gang Affiliation

- To address local current issues of gang affiliation and supporting children to be safe outside of school as well as within school. Educating children about 'Stranger Danger', NSPCC – keeping safe – tell an adult. Support through respecting each other and learning how to say 'no' even if it is a friend. Being taught about choices 'right and wrong'. To make referrals to MASH team and liaise with local police and education team in Waltham Forest.

Harmful Sexual Behaviour (HSB): Local Authority Support for Schools/Settings

- The local authority Harmful Sexual Behaviour Lead is available to provide support and advice to educational establishments, which is supplemented by detailed guidance and support in the AIM for Education Settings manual.
- Much of the assessment guidance and resources derive from the AIM Project, who provides a range of training in this area. Most schools/settings will have a member of staff trained in the AIM Education Guidelines and have an AIM Manual.

Key contact

Tracey Goddard - Borough Lead - Harmful Sexual Behaviour

Tracey.Goddard@walthamforest.gov.uk

Harmful Sexual Behaviour resources for Educational Professionals

Available on the Hub:

<https://thehub.walthamforest.gov.uk/policy/schools/safeguarding/hsb>

<https://thehub.walthamforest.gov.uk/policy/schools/safeguarding/hsb/resources-professionals>

7. Prevent

- 7.1 At Edinburgh Primary School we are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with DfE guidance '*Working together to Safeguard Children*' (2015) and '*Keeping Children Safe in Education*' (2017). An integral part of that work relates to the governments PREVENT strategy and the duties it places on academic institutions.
- 7.2 Our school/setting is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school/setting recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. Staff will be alert to issues including:
- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school/setting, such as in their homes or community groups
 - Graffiti symbols, writing or art work promoting extremist messages or images
 - Pupils accessing extremist material online, including through social networking sites
 - Parental reports of changes in behaviour, friendship or actions and requests for assistance
 - Use of extremist or 'hate' terms to exclude others or incite violence
 - Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- 7.3 By continually developing our leadership and accountability practices, staff training opportunities (primarily the Home Office developed WRAP Training), referral systems and management of those referrals, we strive to demonstrate a pro-active and diligent approach to this aspect of our responsibilities as educators and safe-guarders.
- 7.4 Aligned with a consistent delivery of a broad and balanced curriculum and use of the Local Authority-sanctioned Self-Assessment framework, we

strive to protect our students - and the wider community - against the threats of extremism, through the promotion of both fundamental values and cohesion amongst our communities.

- 7.5 We also recognise that further information and support is available from the Multi-Agency Safeguarding Hub (0208 496 2310) and the Local Authority's Community Safety Team (0208 496 3000).
- 7.6 As a school to update staff with Prevent training and online support through Channel. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

Honour-based violence

- 7.7 The terms "honour crime" or "honour-based violence" or "izzat" embrace a variety of crimes of violence (mainly but not exclusively against women and girls), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.
- 7.8 In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the "shame" or "dishonour" of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.

Forced Marriage

- 7.9 A forced marriage is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

What is Child abuse linked to faith and belief?

- 7.10 There is no agreed definition of or consensus about the concept of 'child abuse linked to faith or belief.' Child abuse linked to faith or belief can be separated into four areas as follows;

- Abuse that occurs as a result of a child being accused of witchcraft or of being a witch
- Abuse that occurs as a result of a child being accused of being 'possessed by spirits', that is, 'spirit possession'
- Ritualistic abuse
- Satanic abuse

7.11 The forms the abuse can take include;

- **Physical abuse;** beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chili peppers or other substances on the child's genitals or eyes.
- **Emotional abuse;** in the form of isolation {e.g. not allowing a child to eat or share a room with family members or threatening to abandon them}. The child may also be persuaded that they are possessed.
- **Neglect;** failure to ensure appropriate medical care, supervision, school/setting attendance, good hygiene, nourishment, clothing or warmth.
- **Sexual abuse;** within the family or community, children abused in this way may be particularly vulnerable to sexual exploitation.

Where does it take place

7.12 Child abuse linked to faith and/or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others.

7.13 Not all those who believe in witchcraft or spirit possession harm children. Data on numbers of known cases suggests that only a small minority of people with such beliefs go on to abuse children.

Common factors that put a child at risk of harm include;

- **Belief in evil spirits:** this is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies widely, but includes through food that they have been given or through spirits that have flown around them;
- **Scapegoating** because of a difference: it may be that the child is being looked after by adults who are not their parents (i.e. privately

fostered), and who do not have the same affection for the child as their own children;

- **Rationalising misfortune** by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability; Disabilities involved in documented cases included learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness;
- **Changes and / or complexity in family structure or dynamics:** there is research evidence (see Stobart, Child Abuse linked to Accusations of Spirit Possession - see related links) that children become more vulnerable to accusations of spirit possession following a change in family structure (e.g. a parent or carer having a new partner or transient or several partners). The family structure also tended to be complex so that exact relationships to the child were not immediately apparent. This may mean the child is living with extended family or in a private fostering arrangement (see Children Living Away from Home Procedure, Private Fostering - see related link). In some cases, this may even take on a form of servitude;
- **Change of family circumstances for the worse:** a spiritual explanation is sought in order to rationalise misfortune and the child is identified as the source of the problem because they have become possessed by evil spirits. Research evidence is that the family's disillusionment very often had its roots in negative experiences of migration:

In the vast majority of identified cases in the UK to date, the families were first or second generation migrants suffering from isolation from extended family, a sense of not belonging or feeling threatened or misunderstood. These families can also have significantly unfulfilled expectations of quality of life in the UK;

- **Parental difficulties:** a parent's mental ill health appears to be attributed to a child being possessed in a significant minority of cases. Illnesses typically involved include post-traumatic stress disorder, depression and schizophrenia.

The law in relation to child abuse linked to faith and belief

- 7.14 There are sufficient existing laws within the UK with which to prosecute those responsible for child abuse linked to faith and/or belief thereby negating any need for further more specific offences.

What to do if you suspect a child is at risk from abuse linked to faith and/or belief

7.15 Concerns about a child's welfare can vary greatly in terms of their nature and seriousness. If you have concerns about a child, you should ask for help. You should discuss your concerns with your manager, a named or designated professional or a designated member of staff. For example;

- For schools/settings staff (both teaching and non-teaching) concerns should be reported via the schools/settings' or colleges' designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care
- For early years practitioners, the Early Years Foundation Stage sets out that providers should ensure that they have a practitioner who is designated to take a lead responsibility for safeguarding children who should liaise with local statutory children's services agencies:

Private fostering arrangements

7.16 A private fostering arrangement occurs when someone **other than** a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

7.17 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

7.18 Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools/settings are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

7.19 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. *(See school/setting or LSCB guidance for further information. Add a web link or append guidance to this policy)*

7.20 Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school/setting should notify the local authority of the circumstances.

Domestic Abuse

7.21 Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical

violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

7.22 Witnessing domestic abuse is really distressing and scary for a child, and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- See the abuse
- Hear it from another room
- See a parent's injuries or distress afterwards
- Be hurt by being nearby or trying to stop the abuse

7.23 Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

Child Sexual Exploitation

7.24 Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

7.25 The school/setting includes the risks of sexual exploitation in the PSHE and SRE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

- 7.26 All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.
- 7.27 The MASE is the Multi-Agency Sexual Exploitation meeting, which is held on a monthly basis and is co-chaired by Children's Social Care and the Metropolitan Police. The MASE has two purposes:
- For professionals to refer young people who are at risk of or are experiencing sexual exploitation; who are subject to a plan (Child Protection, Multi-agency or Child in Need) but for whom the risks are not decreasing and specialist advice or support is required.
 - To refer information/intelligence about possible venues/people involved in sexual exploitation. This information will then contribute to developing a strategic overview and understanding of sexual exploitation in Waltham Forest.

Please see relevant documents below:

- [MAP \(multi-agency planning\) and MASE \(multi-agency sexual exploitation\) meetings](#) - local guidance document
- [WFSCB CSC referral letter](#)
- [WFSCB MASE referral form](#)
- [Pan-London Child Sexual Exploitation operating protocol \(February 2014\)](#)

8. Taking Action to Ensure that Children are Safe at School/Settings and at Home

- 8.1 All staff should follow the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(2017\) – Part One: Safeguarding information for all staff](#).
- 8.2 It is **not** the responsibility of the school/setting staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff; however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded

and discussed with the designated safeguarding lead with responsibility for safeguarding (or the deputy designated safeguarding lead in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

- Any suspicion that a child is injured, marked or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse about or by a child / young person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)

If you are concerned about a pupil's welfare

- There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

- Staff should use the welfare concern form to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.
- Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

Responding to Disclosure

- 8.3 Disclosures or information may be received from pupils, parents or other members of the public. The school/setting recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

- 8.4 Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.
- 8.5 Staff will;
- Listen to and take seriously any disclosure or information that a child may be at risk of harm
 - Clarify the information
 - Make a written record of what the child has said using the
 - Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
 - Try not to show signs of shock, horror or surprise
 - Not express feelings or judgements regarding any person alleged to have harmed the child
 - Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead

- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Key points for staff to remember for taking action are;

- In an emergency take the action necessary to help the child; if necessary call 999
- Report your concern as soon as possible to the DSL, definitely by the end of the day
- Do not start your own investigation
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- Complete a record of concern
- Seek support for yourself if you are distressed

8.6 In June 2015 the local authority launched a Single Request for Help, Support and Protection, an integral part of this development was a single referral point into Children's Social Care and Early Help within MASH. This process helps to ensure that there is:

- Timeliness of screening decisions
- Consistency of threshold decisions
- Outcomes from the single request
- Responses to referrers
- Timeliness of allocations following screening decisions

Following any information raising concern, the designated safeguarding lead will;

- Consider the child's wishes and feelings, but not promise confidentiality
- Consider any urgent medical needs of the child

- Make an immediate Request for Help, Support and Protection to Waltham Forest MASH Team if there has been a disclosure and/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
- Review Action when a child has suffered or is likely to suffer harm (Appendix 5) and Early help and threshold criteria for intervention
- Consult with a member of Waltham Forest MASH Team at Juniper House if they are uncertain whether or not a referral is required

In consultation with Waltham Forest MASH Team at Juniper House, decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.
- Contact the designated officer for safeguarding in another agency if that agency is working with the family.

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school/setting file
- If further monitoring is necessary and agree who and how this will be undertaken
- If it would be appropriate to undertake an Early Help Assessment and/or make a referral for other services.

8.7 All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care for children living in Waltham Forest needs to be completed using the Request for Help, Support and Protection.

Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will;

- Maintain contact with the allocated social worker

- Contribute to the Strategy Discussion and Strategy Meeting
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference
- Share the content of this report with the parent, prior to the meeting
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan
- Where a child on a Child Protection Plan moves from the school/setting or goes missing, immediately inform the key worker in Social Care

Dealing with Disagreement and Escalation of Concerns

The designated safeguarding lead or other appropriate member of staff will:

- Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
- Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- Use the Escalation Policy (Available on the LSCB website) if this does not resolve the concern

Supporting the Child and working in Partnership with Parents

- We will provide a secure, caring, supportive and protective relationship for the child
- The school/setting recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a

positive working relationship with them whilst fulfilling our duties to protect any child

- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

9. Allegations regarding person(s) working in or behalf of the school/setting (including volunteers)

- 9.1 When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 9.2 A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.
- 9.3 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the school/setting will provide support and a named contact for the member of staff.
- 9.4 The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)* and in the school/setting’s Managing Allegations policy and procedures.
- 9.5 Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

- 9.6 Allegations concerning staff who no longer work at the school/setting or historical allegations will be reported to the police.
- 9.7 Where an allegation is made against any person working in or on behalf of the school/setting that he or she has:
- Behaved in a way that has harmed a child or may have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges; **Keeping Children Safe in Education (2016)**)
- 9.8 We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the above-mentioned document. This includes allegations against staff in their personal lives.
- 9.9 Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind
- Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this
- Immediately report the matter to the most senior person in the organisation.

Initial Action by the Designated Safeguarding Lead

The DSL will normally be the Head Teacher/Settings Manager. If the DSL is the subject of the allegation, then the Chair of Governors/Chair of Trustees will take the following action.

- Obtain written details of the concern or allegation but do not investigate or interview child, adult or witnesses

- Contact the LADO within 1 working day
- Discuss with the LADO next steps using the [London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff](#)
- Inform the Chair of Governors of the allegation
- Settings with EY Ofsted registration must contact Ofsted as soon as possible but at least within 14 days on: 0300 1234666 or online at: https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml Setting should document this

Subsequent Action by the Designated Safeguarding Lead

- Conduct a disciplinary investigation, if an allegation indicates the need for this
- Contribute to the child protection process by attending professional strategy meetings
- Maintain contact with the LADO
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made

Children who harm others:

- The setting/establishment must recognise that the harm caused to children by the bullying behaviour of other children can be significant. This may involve single incidents or on-going physical, sexual or emotional (including verbal) harm perpetrated by a single child or by groups/gangs of children.
- It is possible that children who harm others may pose a significant risk to other children in the setting/establishment, home and community and risk management strategies will need to be put in place. The interest of the identified victim/s must always be the paramount consideration.
- Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied.

- The setting/establishment must recognise that children who harm others are likely to have considerable needs themselves and may be experiencing or have suffered significant disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Whistleblowing

- Whistleblowing is ‘making a disclosure in the public interest’ and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.
- All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school’s Code of Conduct / Whistleblowing policy.
- We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk. Staff are also able to contact the Local Authority Designated Officer lado@walthamforest.gov.uk or 0208 496 3646
- Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

Appendix

Key contacts for child protection issues in Waltham Forest

The following details relate to key personnel in Child Protection who can be contacted should any child protection issues arise.

Name	Agency	Contact details
Designated Doctor for Child Protection	North East London Foundation Trust (NELFT)	020 8430 7893 07795 548987

Named Nurse for Safeguarding – Community Health Services, School Nursing, Health Visitors and Child & Adolescent Mental Health Services (CAHMS)	North East London Foundation Trust (NELFT)	020 8430 7827/7822 07568 130143 Fax: 020 8430 7981
Named Nurse for Safeguarding	Barts Health at Whipps Cross University Hospital Paediatric A&E	020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072
Police Referral Desk	Metropolitan Police Child Abuse & Investigation Team (CAIT)	020 8345 3633 020 8345 3693
Designated Nurse for Safeguarding Children – GP Services	Clinical Commissioning Group (CCG)	020 3688 2638
Divisional Director for Children & Families Services	Waltham Forest Children & Families Services	020 8496 3206
Assistant Director – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 3685
Deputy Head of Service – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 3250
Duty Child Protection Co-ordinators – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 8279
Local Authority Designated Officer (LADO) – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 3646
Safeguarding in Education Service	Waltham Forest Children & Families Services	020 8496 4368 07974 186705
Assistant Director – Children’s Safeguarding & Family Support Service	Waltham Forest Children & Families Services	020 8496 8393
Deputy Heads of Service – Children’s Safeguarding & Family Support Service	Waltham Forest Children & Families Services	020 8496 1375 020 8496 2338
Waltham Forest Multi Agency Safeguarding Hub (MASH) Team	Waltham Forest Children & Families Services	cscreferrals@walthamforest.gov.uk 020 8496 2313 (Fax) 020 8496 2307/10/11/16/17
Team Manager – Waltham Forest Multi Agency Safeguarding Hub (MASH) Team	Waltham Forest Children & Families Services	020 8496 2317
Team Manager – Children’s Emergency Duty		020 8496 3000

