

LoK Safeguarding Policy

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School Designated Safeguarding Lead (DSL):
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Revised by S. Ahmed

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Responsible Person	Position	Sign	Date
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1. SAFEGUARDING POLICY

INTRODUCTION

Lantern of Knowledge fully recognises its responsibility for safeguarding and child protection and is aware that the safeguarding and promotion of the welfare of children are of paramount importance.

The purpose of this policy is to safeguard and promote the welfare of children at the School.

Safeguarding and promoting the welfare of children is defined as:

- 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; and
- taking action to enable all children to have the best outcomes.

THE POLICY

The whole ethos of Lantern of Knowledge aims to create an atmosphere of mutual respect and understanding of the needs of others, the promotion of Fundamental British values and a stern stance against any act of terrorism, thus developing a sense of self-esteem and fulfilling an awareness of the importance of tolerance and co-existence. This is intrinsic in the aims and objectives of the school.

Lantern of Knowledge recognises that the threshold of tolerance is different for everyone. This Policy identifies the need to respect and support the needs of all individuals and groups accordingly.

We accept all applicants regardless of disability, ethnicity and sexual orientation. However, where a pupil has specific SEN, behaviour or emotional or physical needs, the school will develop an individual, robust welfare plan in partnership with all relevant stake holders.

This policy applies to all of the school community including senior leaders, the Board of Trustees, paid staff, volunteers, sessional workers, contractors, agency staff, students or anyone working on behalf of Lantern of Knowledge.

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

The following school policies should be read in conjunction with this Policy:

- Behaviour Policy
- Anti-Bullying Policy
- SEND Policy
- Online Policy
- Staff Code of Conduct

This Policy will be available on the school's website.

WHOLE SCHOOL APPROACH TO SAFEGUARDING

Lantern of Knowledge will facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies will operate with the best interests of the child at their heart.

Where there is a safeguarding concern, governing bodies, proprietors and school leaders will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems will be in place, and will be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

REGULATORY GUIDANCE

This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; with due regard and compliance to government publications including:

- [Keeping Children Safe in Education \(KCSIE\), \(September 2023\)](#)
- [Teaching Online Safety in Schools \(June 2019\)](#)
- [Voyeurism \(Offences Act\) 2019](#)
- [Ofsted - inspecting early years, education and skills settings \(September 2019\)](#)
- [The London child protection procedures \(September 2019\)](#)
- [Guidance for safer working practice for those working with children and young people in education settings \(May 2019\) \(Safer recruitment consortium\)](#)
- [The Prevent duty and Prevent duty guidance \(2015 updated April 2019\)](#)
- [Safeguarding children and young people in education from knife crime \(March 2019\)](#)
- [Information Sharing: Guidance for practitioners and managers \(July 2018\)](#)
- [Working Together to Safeguard Children \(July 2018\)](#)
- [The Counter-Terrorism and Security Act 2015](#)
- [The Serious Crime Act 2015](#)
- [What to do if You are Worried a Child is Being Abused \(March 2015\)](#)
- [Waltham Forest Safeguarding Children Board Procedures](#)
- [The Education \(Independent School Standards\) Regulations 2019](#)
- [Education Act 2002](#)
- [The Children Act 1989 and 2004](#)
- [Behaviour in schools Advice for headteachers and school staff 2022](#)
- [Mental health and behaviour in schools 2018](#)
- [SEND Code of Practice 2014](#)
- [The Designated Teacher for Looked After Children and previously LAC 2018](#)
- [General Data Protection Regulations \(GDPR 2018\)](#)
- [Disqualification under the Childcare Act \(2018\)](#)
- [Children and Social Work Act 2017](#)
- [Governance Handbook 2019](#)
- [Relationships and Sex Education \(RSE\) and Health Education 2019](#)
- [The Ofsted Education Inspection Framework for September 2019](#)
- [Home Office: preventing youth violence and gang involvement](#)
- [Home Office: Criminal exploitation of children and vulnerable adults: county lines guidance](#)
- [UKCIS: Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

- [Home Office: Missing Children and Adults strategy](#)
- [DfE: Children missing education](#)
- [Waltham Forest: Guide to Thresholds and Practice.](#)
- [DfE: Use of reasonable force in schools](#)
- [DfE: Searching Screening and Confiscation Advice for schools 2022](#)
- [DfE: Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - 2023](#)
- [DfE: Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - 2023](#)
- [DfE: Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - 2022](#)

AIMS

The central aim of the policy is to promote the welfare of children and ensure the safety and well-being of pupils in accordance with the above legislation. More specifically, the aims are to:

- Ensure all of the school community are aware of how to keep safe, recognise and report behaviour that is contrary to safeguarding.
- Recognise and support any child who has been subject to abuse.
- To deal appropriately with every suspicion or complaint of abuse;
- Ensure any paid/voluntary staff appointed is done in accordance to safer recruitment procedures.
- To design and operate procedures which promote this policy;
- To, ensure that false allegations do not prejudice those who are innocent;
- To be alert to the medical needs of children with medical conditions;
- To have regard to sections 29 and 38 of the Counter-Terrorism and Security Act 2015 and Associated regulations issued by the Secretary of State for Education (DfE)
- To identify, assess and act accordingly to those who are vulnerable to radicalisation, including providing support against extremist ideas
- To establish a safe and secure environment in which children can learn and develop
- To ensure that children on the school register, of compulsory school age do not miss out on parts of their education through continuous absenteeism
- To support the child's development in ways that will foster security, confidence and independence.
- To develop and promote effective working relationships, including with other agencies, especially the Police and Social Services.

We recognise that staff are well placed to observe the outward signs of abuse. The school will create a positive ethos amongst the staff so that we can:

- Establish and maintain an environment where children feel safe, secure, valued and respected and that they feel confident and are encouraged to talk knowing that they are listened to.
- Ensure children know that there are adults in the school whom they can approach if worried
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

These aims are affected by the following means

- Education: Through the curriculum, the School aims to teach pupils to understand what acceptable behaviour is and to speak up if they believe they or others are not being treated appropriately.
- Staff Handbook: This contains the staff code of conduct, roles and responsibilities of staff and other relevant information in regard to safeguarding, behaviour and health and safety.
- Staff Training:
 - Safeguarding training for all staff is undertaken as advised by the Waltham Forest Safeguarding Children's Board at regular intervals. In addition, all staff members receive safeguarding and child protection updates (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) . This training maybe achieved via Inset days, email, and staff meetings (etc.), as required, and at least annually, to provide staff with skills and knowledge to safeguard children effectively. Additionally, mechanisms are in place to test staff knowledge on safeguarding. This includes pop questions during staff meetings or questionnaires.
 - Temporary staff and voluntary staff who work with our children are to be made aware of the school's arrangements and attend a training session with the DSL or his deputy.
 - There is a designated person identified in respect of safeguarding children and young people. This is explicit in their job description. The DSL and his Deputy have been fully trained for the demands of this role in child protection and inter-agency working. The DSL's attends update and review training by Waltham Forest Safeguarding Children's Board every two years and have their knowledge and skills refreshed annually. The school's Designated Safeguarding Lead is responsible for the training of all staff in safeguarding issues. Records of all those who have attended training are kept centrally. The roles of the DSL and Deputy are explicit in their job role.
 - All appropriate members of staff have received Safer Recruitment training.
 - Online Safety and Preventing extremism and terrorism (PREVENT) training is also provided at induction of new staff as well as being part of the refresh training annually.
 - Training for all teachers will have regard for Teacher's Standard's which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

Where extended school activities are provided by and managed by the school, 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. This applies regardless of whether or not the children who attend any of these services/activities are children on the school roll. When our pupils attend off-site activities, including day and residential trips and work-related activities, we will check that effective safeguarding arrangements are in place.

REMOTE EDUCATION

DfE have provided advice to support schools and colleges to help keep pupils, students and staff safe whilst learning remotely,

- [safeguarding and remote education](#)
- [Undertaking remote teaching safely \(from NSPCC\)](#)

As schools are in regular contact with parents and carers. Communications from the school will reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

CHILDREN WHO NEED A SOCIAL WORKER

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Governing body will ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

The pastoral lead will be the lead for mental health lead in the school and he/she will be supported by the SENDCO and the Headteacher.

The mental health lead will access a range of advice to help in identify children in need of extra mental health support; this includes working with external agencies. More information can be found in the following guidance:

- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

LOOKED AFTER CHILDREN AND PRIVATE FOSTERING

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The trustees will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe and that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Further information and guidance can be found in the following document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for looked-after and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

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.

[https://search3.openobjects.com/mediamanager/walthamforest/fsd/files/private_fostering state ment of purpose.pdf](https://search3.openobjects.com/mediamanager/walthamforest/fsd/files/private_fostering_state_ment_of_purpose.pdf)

It's a legal duty (Children Act 1989) for parents or the private foster carer to notify the local authority of whenever a child is not living with a close relative. This should be done six weeks before the arrangement takes place or immediately if it is unplanned or already happening. This is so the local authority can work with private foster carers to keep children safe and also support anyone who is privately fostering. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

If the school becomes aware that a pupil may be in a private fostering arrangement, with someone to whom they are not related (As per table below) in that person's home, the DSL will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The DSL will also notify the Local Authority Children Services as is required to do so.

Private Fostering includes a child living with:	Private Fostering does not include a child living with:
Godparents	Mother/Father
Great Grandparents, Great Aunts or Uncles	Brothers/Sister
Cousins	Grandparents
Family Friends	Aunts/Uncles
Stepparents where a couple isn't married or in a civil partnership	Step Parents where a couple is married or in a civil partnership
A host family which is caring for a child from overseas while they are in education here	Children and young people who are being looked after by the Authority.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs (SEN) and disabilities or certain medical or physical health conditions can face additional safeguarding challenges. The trustees ensure that staff are aware of the fact that additional barriers can exist when recognising abuse and neglect in this group of children. 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. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury related to the child's disability without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- The potential for children with SEN and disabilities or certain medical or physical health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers;
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so

Extra pastoral support and attention along with ensuring any appropriate support for communication is in place for all such pupils via the SENDCO and lead for pastoral care.

Any child may benefit from early help, but staff should be particularly alert to the potential need for early help 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 at risk of modern slavery, trafficking, sexual or criminal exploitation
- is a privately fostered child
- is persistently absent from education, including persistent absences for part of the school day
- is a young carer;
- is affected by parental substance misuse, domestic abuse or adult mental health problems
- asylum seekers
- is living away from home
- is vulnerable to being bullied, or engaging in bullying
- is living in temporary accommodation
- lives a transient lifestyle
- is living in chaotic and unsupportive home situation
- is vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- is at risk of sexual exploitation
- does not have English as a first language
- is at risk of 'honour'-based abuse such as, Female Genital Mutilation (FGM) or forced marriage, forced suicide and killing
- is 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.

Where there are reports of abuse involving children with SEND the designated safeguarding lead (or deputy) will work closely with the SENDCO to ensure the best outcomes are achieved for the child.

Further information can be found in the Department's:

- [SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.](#)

www.gov.uk/government/publications/send-code-of-practice-0-to-25

and

- [Supporting Pupils at School with Medical Conditions.](#)

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

And from specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS). SENDIASS offer information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: [Find your local IAS service \(councilfordisabledchildren.org.uk\)](#)
- [Mencap](#) - Represents people with learning disabilities, with specific advice and information for people who work with children and young people
www.mencap.org.uk

EQUALITY OFFICER/CHAMPION

We understand that risks can be compounded where children with protected characteristics lack a trusted adult with whom they can be open with. We therefore feel it is vital that we endeavour to reduce the additional barriers they face by allocating them with a safe space and a trusted adult (Equality officer) to whom they can speak out or share their concerns with.

The schools Equality Officer is **Imran Patel**.

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

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

- General guidance on whistleblowing can be found via: Advice on Whistleblowing.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

CONFIDENTIALITY, INFORMATION SHARING AND TRANSPARENCY

Lantern of Knowledge prides itself on its respect and mutual tolerance. Parents have an important role in supporting our school. We hope that all of the school community (parents, children, staff etc.) will always feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding practices and know that such concerns will be taken seriously by the senior Leadership team.

The Governing body will ensure relevant staff have due regard to the relevant data protection principles, which allows them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met.

For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt, schools should seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children

Confidentiality is covered by the school's data protection policy, in line with the data protection legislation and GDPR (2018). All records of confidential or personal nature are kept securely with the DSL and kept under lock and key. Whilst the Data Protection legislation places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Sharing information regarding safeguarding children and young people within school enables staff to be especially vigilant around certain children. The school

understands the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners and accordingly will do so.

The designated safeguarding lead and any deputies will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

[NPCC- When to call the police](#) helps designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

If in doubt about sharing, see:

- Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018. (The seven golden rules for sharing information will be especially useful)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- at The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department

<https://ico.org.uk/for-organisations/business/>

- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

SAFER RECRUITMENT PRACTICES

Lantern of Knowledge will always follow safer recruitment procedures so that we can be confident that all staff working in our school are safe to do so and no child is at risk. A conditional offer of employment is made whilst these are in process.

Disclosure and Barring Service (DBS) Checks: An enhanced DBS disclosure is required for all new appointments to the school. The school also insists on enhanced DBS checks for all drivers of taxis used by the school and has robust processes to check the suitability of contract staff and others working on the school site. The school is committed to reporting to the DBS any person (whether employed, contracted, volunteer or student) whose services are no longer used, and the DBS referral criteria are met. The enhanced DBS check with barred list information and acceptable references will be required before they begin work. At least one person in each recruitment process will have up to date safer recruitment training.

Other recruitment checks: These are carried out in line with KCSIE, this includes, barred list checks, prohibition checks, references etc. Guidance, including running the checks on the Employer Access online service. All checks are carried out through the school's HR department. All records are kept

via the Single Central Register (SCR) and stored securely. It is good practice for schools to inform shortlisted candidates that online searches will be carried out.

Please see the school safer recruitment policy for more details on the school's safer recruitment practices.

FIRST AID AND MEDICAL PLANS

Except in cases of extreme emergency, first aid will only be administered by qualified first aiders. All first aid treatment will be recorded and when needed will be shared with parents. Children requiring regular medication or therapies for long-term medical conditions will be made the subject of a medical plan that has been agreed with parents.

2. WHAT IS SAFEGUARDING AND CHILD PROTECTION?

It is recognised that children need protection from:

- Physical harm
- Emotional abuse
- Sexual abuse
- Neglect
- Harmful material on the Internet

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protect children from other harms (e.g. drugs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences

What is child abuse?

Child abuse is the term used when an adult/pupil harms a child or a young person under the age of 18. Child abuse can take four forms, all of which can cause long-term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

This list does not cover every child abuse possibility. You may have seen other things in the child's behaviour or circumstances that worry you. Abuse is always wrong, and it is never the young person's fault.

Types of Abuse

Abuse is defined 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

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.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Child abuse can take many forms, but is usually divided into the following categories: They are defined in the DfE Statutory Guidance KCSIE as follows:

Physical abuse

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

Physical indicators include:

- Unexplained bruises/welts/lacerations/abrasions: on face, lips, mouth or torso, back, buttocks, thighs, in various stages of healing
- reflecting the shape of an article used e.g. belt, buckle, electrical flex on several different surface areas
- Bite marks or fingernail marks which regularly appear after absence, e.g. after a weekend
- Unexplained
- Cigar or cigarette burns, especially on soles, palms or back
- Immersion burns where hands, feet or body have been forcibly immersed in very hot water patterns like electrical burner, iron etc.
- Rope burns on arms, legs, neck or torso
- Unexplained fractures to skull, nose, facial structure in various stages of healing
- Multiple or spiral fractures

Behavioural indicators include:

- Flinching when approached or touched
- Reluctance to change clothes for P.E. lessons
- Difficult to comfort
- Crying or irritability
- Frightened of parents
- Afraid to go home
- Behavioural extremes – aggressiveness, withdrawal, impulsiveness
- Reports injury caused by parents
- Poor peer relationships

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical indicators of neglect include:

- consistent hunger
- inappropriate dress
- consistent lack of supervision, especially in dangerous activities for long periods
- unattended physical problems or medical needs
- abandonment

Behavioural indicators include:

- begging; stealing food
- constant fatigue, listlessness
- poor relationship with care-giver
- frequent delays in picking the child up from school

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, Sexting, Upskirting, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

Physical indicators include:

- Difficulty in walking or sitting down
- stained or bloody underclothing; pain or itching in the genital area
- bruising, bleeding, injury to external genitalia and/or anal areas
- bed wetting
- excessive crying
- sickness

Behavioural indicators include:

- Inappropriate sexual behaviour or knowledge for the child's age
- Sudden changes in behaviour
- Running away from home
- Wary of adults
- Feeling different from other children
- Unusual avoidance of touch
- Reporting of assault
- Substance abuse e.g. glue sniffing
- Emotional withdrawal through lack of trust in adults
- Over-compliance with requests of others
- Frequent complaints of unexplained abdominal pains
- Eating problems or sleeping disturbances
- Poor peer relationships
- Possessing money or 'gifts' that cannot be properly accounted for

- Inappropriately sexually explicit drawings or stories
- Frequent non-attendance at school
- Avoidance of school medicals

Sexual violence as defined by the sexual violence and sexual harassment advice 2018 as any offence under the Sexual Offences Act 2003. Sexual harassment is defined as 'unwanted conduct of a sexual nature' that can occur online and offline. The same guidance also defines harmful sexual behaviour as sexual behaviour that is inappropriate, problematic, abusive and/or violent.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve 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, although it may occur alone.

Physical indicators include:

- Failure to thrive
- Delays in physical development or progress

Behavioural indicators include:

- Sucking, biting, rocking
- Anti-social, destructive behaviour
- Sleeping disorders, inhibition of play
- Compliant, passive, aggressive, demanding, inappropriately adult or infant behaviour
- Impairment of intellectual, emotional, social or behavioural development

Specific safeguarding issues of which staff should be aware are: a child missing from education, a child missing from home or care, child sexual exploitation (CSE), bullying including cyberbullying, hate, domestic violence, drugs, fabricated or induced illness, faith abuse, gangs and youth violence, gender based violence/violence against women and girls (VAWG), mental health, private fostering, sexting, relationship abuse and trafficking.

All staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk.

Annex B Keeping Children Safe in Education Sept 2022 will be read and understood by all staff/volunteers

CHILD ON CHILD ABUSE

Lantern of Knowledge will take a whole school approach for dealing with child on child abuse which includes school policies, staff training, assemblies, pupil projects (e.g. World Mental Health awareness day/anti bullying week/etc) curriculum content and parental communications.

All staff should recognise that children are capable of abusing their peers (including online). All staff should know and understand the school's policy and procedures with regard to child on child abuse

Child on child abuse should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". It must be recognised that this form of abuse is gendered in nature (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously with a zero tolerance approach.

The School recognises that even if there are no reported cases of child on child abuse, such abuse may still be taking place and it could be that it is simply not being reported.

The School will ensure that the systems in place for pupils to confidently report abuse (knowing their concerns will be treated seriously) will be well promoted, easily understood and easily accessible by all pupils.

The different forms child on child abuse can take, such as:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment. Part five of KCSIE and Sexual violence and sexual harassment between children in schools and colleges sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
- Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery). The DfE provides [Searching Screening and Confiscation Advice for schools](#). The UKCIS Education Group has published [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nudes and semi-nudes being shared:
- 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;
- sexting (also known as youth produced sexual imagery):
- upskirting (which is a criminal offence), 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.
- And any other forms of abusive, harassment or misogynistic messaging whether done in person or online

Lantern of Knowledge recognises that the harm caused to children by the bullying behaviour of other children can be significant. This may involve single incidents or ongoing 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 school recognises 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.

The school uses lessons and assemblies to help children understand, in an age-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

All concerns or disclosures will be managed according to the same principles and procedures outlined in this policy.

Immediate consideration should be given as to how to best support and protect the victim and alleged perpetrator. The wishes of the victim and how they want to proceed will be an important consideration.

All victims will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school or college will not be downplayed and will be treated equally seriously. All victims will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will victims ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way that avoids alarming or distressing them.

When a pupil discloses peer-on-peer abuse, whenever possible, the school will ensure that there are 2 school staff members present including the DSL. Pupils will be reassured that they will be taken seriously, will be supported and kept safe.

Where the peer-on-peer abuse involves an online element, then the staff who are dealing with the matter need to be mindful of the guidance that is provided in:

- DfE Searching Screening and confiscation advice June 2022
- UKCIS Sharing Nudes and semi nudes Dec 2020 (for education settings working with children and young people)

Staff must remember

- **Staff should NOT view or forward illegal images (including videos of a child)** e.g. nude or semi-nude images/videos

In the case of unavoidable viewing of an illegal image of a child (e.g. a pupil suddenly shows a picture of a nude child without any warning), staff must follow the guidance in these 2 documents.

As for all safeguarding concerns, these should be reported to the DSL immediately, however any staff member may make a report to children's social care. Effective safeguarding practice as outlined in the 'responding to disclosure' section below should be followed.

If concerns are raised about a child or young person exhibiting sexualised or harmful sexual behaviour, staff should, in the first instance conduct a risk assessment, unless the incident(s) warrant immediate police intervention. The outcome of this assessment will guide the school with regard to subsequent referrals, internal risk management, strategies and intervention. Unless the outcome of the assessment is 'Healthy', the school should then compile a chronology of relevant incidents to support pattern mapping and complete a referral to the Multi Agency Safeguarding Hub (MASH).

The school is required to implement a Risk Assessment (see section below on Supporting Victims and Perpetrators) 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.

SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

All of our staff and volunteers are aware that sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are **never acceptable**. We know this abuse may be driven by wider societal factors beyond our school, such as everyday sexist stereotypes and everyday sexist language and adapt our curriculum as below to overcome this wherever we can.

We make it clear that there is a **zero-tolerance approach** to sexual violence and sexual harassment and it is **never acceptable**, and it will **not be tolerated** and it will never be passed off as “**banter**”, “**just having a laugh**”, “**part of growing up**” or “**boys being boys**”.

We recognise, acknowledge, and understand the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.

We will be challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts (inside or outside school).

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, may find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. Children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Ultimately, it is essential that

all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

It is vital that we deliver a curriculum that is balanced in supporting children and young people to understand what child-on-child sexual abuse is, and this needs to be delivered to all key stages

Sexual violence is defined as:

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. (We are 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. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent is defined as:

Having the freedom and capacity to choose.

Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. 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.

Sexual consent

- a child under the age of 13 can never consent to any sexual activity
- the age of consent is 16
- sexual intercourse without consent is rape

Sexual harassment is defined as:

Unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to: violate a child's dignity, and/or make them

feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (we consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim)
- displaying pictures, photos or drawings of a sexual nature
- upskirting (is a criminal offence)
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- consensual and non-consensual sharing of nude and semi-nude images and videos
- sharing of unwanted explicit content is an offence
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats and
- coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

We consider sexual harassment in broad terms. Sexual harassment (as set out above) creates a culture that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

HARMFUL SEXUAL BEHAVIOUR (HSB):

Children’s sexual behaviour exists on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage.

HSB can occur online and/or face to face and can also occur simultaneously between the two. HSB will be considered in a child protection context.

When considering HSB, ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

HSB can, in some cases, progress on a continuum. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children displaying HSB have often experienced their own abuse and trauma.

Our school will ensure that these children are offered appropriate support.

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. Tracey Goddard - Borough Lead - Harmful Sexual Behaviour, Tracey.goddard@walthamforest.gov.uk

<https://thehub.walthamforest.gov.uk/news/support-schools-managing-harmful-sexual-behaviour>
<https://thehub.walthamforest.gov.uk/policy/schools/safeguarding/hsb>
<https://thehub.walthamforest.gov.uk/policy/schools/safeguarding/hsb/resources-professionals>
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual Harassment and Sexual Violence Advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707653/Sexual_Harassment_and_Sexual_Violence_Advice.pdf)

Dedicated NSPCC helpline 0800 136 663

The helpline will provide both children and adults who are potential victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals too.

Pupils will be made aware of all safeguarding procedures and how to report any abuse, child-on-child abuse including sexual violence and sexual harassment through various methods to ensure procedures and processes to report, are promoted, understood and enable pupils to confidently report abuse knowing their concerns will be treated seriously. Some of the methods being:

- Assemblies/workshops/lessons
- Displays
- Safeguarding information

SEXTING

There is a number of definitions of sexting but, for the purposes of this policy, sexting is simply defined as images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent. These images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know. Sexting may be categorised as:

Aggravated incidents of sexting involving criminal or abusive elements beyond the creation of an image. These include further elements, adult involvement or criminal or abusive behaviour by minors such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a minor who was pictured.

Experimental incidents of sexting involve youths taking pictures of themselves to share with established boy or girlfriends, to create romantic interest in other youth, or for reasons such as attention seeking. There is no criminal element (and certainly no criminal intent) beyond the creation and sending of the images and no apparent malice or lack of willing participation. Wolak and Finkelhor 'Sexting: a Typology' March 2011

Young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18

years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988.

At Lantern of Knowledge School, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

In cases of 'sexting', Lantern of Knowledge will follow the guidance given to schools by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: Sexting in schools and colleges, responding to incidents, and safeguarding young people.

UPSKIRTING

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

As well as threats to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including: exploitation by criminal gangs and organised crime groups such as county lines; trafficking, online abuse; sexual abuse, sexual exploitation and the influences of extremism leading to radicalisation.

CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in sexual or any criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial or increased status of the perpetrator or facilitator and/or
- (c) through violence or the threat of violence.

CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

Children who have been exploited will need additional support to help maintain them in education.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

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

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

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

See <https://tce.researchinpractice.org.uk> – these are the Multi-agency practice principles for responding to child exploitation and extra-familial harm – non-statutory guidance for local areas, developed by the Tackling Child Exploitation (TCE) Support Programme, funded by the Department for Education and supported by the Home Office, the Department for Health and Social Care and the Ministry of Justice.

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 despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

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:

1) 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

2) 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 -](#)

[WFSCB CSC referral letter](#)

[WFSCB MASE referral form](#)

[Pan-London Child Sexual Exploitation operating protocol \(February 2014\)](#)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE

COUNTY LINES

The UK Government defines county lines as:

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism

<https://www.nationalcrimeagency.gov.uk/contact-us>

<https://www.nationalcrimeagency.gov.uk/what-we-do/crime-threats/drug-trafficking/county-lines>

should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office and The Children’s Society County Lines Toolkit For Professionals](#)

KNIFE CRIME

Knife crime is a term used commonly in the media to refer, primarily, to streetbased knife assaults and knife-carrying. However, there are many different criminal offences relating to knives. For example:

- it is an offence to threaten or cause harm to a person with a bladed weapon

- some bladed weapons are prohibited from being sold or purchased, including to anyone under the age of 18
- offences such as robbery or assault can be aggravated if a knife is involved
- it is also an offence to carry a knife in a public place without good reason.

It is clear that knife crime is an increasing safeguarding risk to children, both at school and in their local communities. While we have not sought to answer the question of the causes of knife crime, leaders told us that, in their experience, children are in three categories of risk of knife-carrying:

- The highest level of risk is for those children who have been groomed into gangs, for the purposes of criminal exploitation.
- Underneath this lies a group of children who have witnessed other children carrying knives, have been the victim of knife crime or know someone who has carried a knife for protection or status-acquisition or who are encouraged to believe knife-carrying is normal through the glamorisation of gangs and knives on social media.
- Then there are children who carry knives to school as an isolated incident. For example, they may carry a penknife that a grandparent has gifted them.

Knife crime is just one issue among many faced by children that leaders in schools have to understand and manage on a daily basis.

It is important to remember that knife crime does not exist in a vacuum and children who are victims or perpetrators may also be experiencing multiple vulnerabilities.

The common denominator of pupils who are found carrying bladed objects into school is their vulnerability. Almost invariably, these children have experienced poverty, abuse or neglect or are living within troubled families. They may also experience social exclusion due to factors such as their race or socio-economic background. Those involved were also more likely to be low attainers academically compared with their peers.

The most dangerous time for children is shortly after school, between 4pm and 6pm.⁹ So, while children might be safe on site, their safety after school is a concern for children, their parents and their teachers. The school set high expectations regarding pupils' behaviour on the buses and out of school.

Children need help and support to prevent them becoming either victims or perpetrators of knife crime. As such, local responses to knife crime are being framed within the context of the government's Serious Violence Strategy¹ and in London by The Mayor's Office for Policing and Crime's (MOPAC) London Knife Crime Strategy². Both strategies identify that, in addition to law enforcement, multi-agency and partnership work with children is crucial to addressing knife crime that affects them.

It is important to note that the issue of relative poverty is an important factor in knife crime among children and young people. The underlying socio-economic drivers behind knife crime cannot be ignored. Wider considerations of the lived experiences of children growing up in poverty and, in particular, in areas with disorder problems, must form part of a multi-agency response to knife crime.

¹ 'Serious violence strategy', Home Office, 2018; www.gov.uk/government/publications/seriousviolence-strategy.

² 'The London knife crime strategy', MOPAC, 2017; www.london.gov.uk/mopac-publications/mayorskife-crime-strategy-putting-stop-knife-crime-london.

DOMESTIC ABUSE

Our staff/volunteers understand Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Controlling behaviour

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead (or deputy)) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures.

Where appropriate, schools will make a referral to local authority children's social care if we are concerned about a child's welfare.

Encompass provides an advice and helpline service for all staff members from educational settings who may be concerned about children who have experienced domestic abuse. **The helpline is available 8AM to 1PM, Monday to Friday on 0204 513 9990 (charged at local rate).**

Our school is signed up to Operation Encompass. This protocol sets out plans for a multi-agency operation to notify schools when a pupil has experienced domestic abuse in their household, which will allow the school to provide appropriate early intervention and support in a timely manner. Our DSL will receive notifications and ensure the children receive the right help at the right time.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, **24 hours a day on 0808 2000 247**. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

SERIOUS VIOLENCE

All staff should be aware of the 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
- 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.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as

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

A fuller list of risk factors can be found in the [Home Office's Serious Violence Strategy](#).

We are aware that violence can often peak in the hours just before or just after school, when pupils are travelling to and from school. These times can be particularly risky for young people involved in serious violence.

Our schools will work with our local, VRU³ either directly or via their education Core Member, to better ingrain partnership working to tackle serious violence across local areas and ensure a joined up approach to young people across the risk spectrum.

Advice for schools is provided in the [Home Office's Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#). [The Youth Endowment Fund \(YEF\) Toolkit](#) sets out the evidence for what works in preventing young people from becoming involved in violence.

Further information

[Preventing youth violence and gang involvement](#).

HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our DSL is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity if our children and family are experiencing homelessness. 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.

³ Home Office funded Violence Reduction Units (VRU) operate in the 20 police force areas across England and Wales that have the highest volumes of serious violence, as measured by hospital admissions for injury with a sharp object. A list of these locations can be found [here](#).

Whilst referrals and or discussion with the Local Housing Authority will be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

CHILDREN MISSING EDUCATION (CME) AND CHILDREN 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. The trustees will ensure that the school's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. 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.

The DSL will monitor attendance, unauthorised absences and exclusions and take appropriate action including notifying the local authority. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation, county lines and forced marriage.

The school 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.

Where a parent/carer has expressed their intention to remove their child from our school with a view to educating at home, the school will work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where parents inform our school that they wish to 'home educate' their child, our school will inform the Local Authority in accordance with the Elective Home Education Procedure.

In Waltham Forest, the 'Behaviour, Attendance and Children Missing Education' (BACME) Service within Education is responsible for the delivery of CME (Children Missing Education) duties defined by the Education Act Amendments and for agreeing and monitoring CMfE (Children Missing from Education) with the Procedures for Once a School Place has Been Offered.

BACME Service Telephone Number: - 0208 496 1718

BACME Referrals:- BACME-Referral@Walthamforest.gov.uk

Further information and support, includes:

- Guidance on school attendance ‘Working together to improve school attendance’ including information on how schools should work with local authority children’s services where school absence indicates safeguarding concerns.
- Information regarding schools’ duties regarding children missing education, including information schools **must** provide to the local authority when removing a child from the school roll at standard and non-standard transition points, can be found in the department’s statutory guidance: [Children Missing Education](#):

www.gov.uk/government/publications/children-missing-education

- The government’s missing children and adult’s strategy and the department’s children missing education guidance will be used as a point of reference in that regard. Please see relevant document below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

ABUSE LINKED TO FAITH, BELIEFS AND CULTURE

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. However, some children are subject to certain kinds of child abuse linked to their faith, belief or culture and this includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs.

This kind of abuse can also include;

- Belief in concept of witchcraft, magic or voodoo
- Demons or the devil acting through children or leading them astray
- The evil eye or djinns and dakini
- Ritual or muti murders
- Breast Ironing
- Female Genital Mutilation
- Honour based violence and Forced Marriage
- Chastisement of a child in a Place of Worship

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.

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.

FEMALE GENITAL MUTILATION (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place

between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- Difficulty walking, sitting or standing and may even look uncomfortable.
- Spending longer than normal in the bathroom or toilet due to difficulties urinating.
- Frequent urinary, menstrual or stomach problems.
- Prolonged or repeated absences from school, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations.
- Confiding in a professional without being explicit about the problem due to embarrassment or fear.

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.

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.

The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 75-80 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>.

If it is found that a forced marriage has taken place with any child then the DSL will refer to The Forced Marriage Unit's Multi-agency guidelines, pages 32-36 and Contact the Forced Marriage Unit if any further advice or information is required: 020 7008 0151 or email fmf@fco.gov.uk.

For local support and training around FGM for teachers and students, our contact: Mamta Sagar, Specialist Practitioner Tel: 07966622501, Mamta.sagar@walthamforest.gov.uk

'HONOUR-BASED' ABUSE (HBA)

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of HBA or already having suffered HBA. There is a range of potential indicators that a child may be at risk of HBA. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM and in KCSIE focus on the role of schools and colleges and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage. If staff have a concern regarding a child that might be at risk of HBA, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. From October 2015 every adult who is concerned about a child who may be at risk of FGM has an obligation to report this to the police. This is included in this policy as it could be a member of the child's family who has/will undergo the procedure and they are making a disclosure on their behalf.

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

MENTAL HEALTH

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

The school will access a range of advice to help identify children in need of extra mental health support. This includes working with external agencies as described in the [DfE guidance on Mental health and behaviour in schools](#)

The following Rise Above website has links to all materials and lesson plans, which may be used:

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

RAISING AWARENESS WITH PUPILS

Lantern of Knowledge prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgements and decisions. Time is allocated for discussions and advice around safeguarding and also in developing within pupils the confidence of that which they require to recognise abuse. This includes advice on how to deal with abuse between pupils. All pupils know that there are a range of trusted people to whom they can turn to if they are worried.

INTERACTION WITH PUPILS: CODE OF CONDUCT FOR STAFF

Members of staff are given copies of the Lantern of Knowledge's Staff handbook. Discussion of the procedures set out in our staff handbook forms a vital part of our induction procedure. It provides guidance for staff, to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of abuse. It also provides guidance for staff, on how to deal with concerns and who to refer to when in need of assistance. The staff handbook is reviewed annually.

In order to ensure that staff are safe and aware of behaviours that should be avoided to ensure the prevention of risk of allegation they must need to;

- Be responsible for their own actions and behaviour and should avoid any conduct which would lead any person to question their motivation and intentions;
- Work in an open and transparent way.
- Take advice from DSL over any incident which may give rise to concern.
- Record any incidents or decisions made.
- Apply the same professional standards consistently.
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

RADICALISATION AND THE PREVENT DUTY

The school has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The school aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The school is committed to providing a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. Any instance where a pupil/ family member of a pupil shows signs of radicalisation a risk assessment will be carried out. The school has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas".

Radicalisation: "the process by which a person comes to support terrorism and forms of extremism leading to terrorism".

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

Although there is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, there are **possible indicators** (see list below) that should be taken into consideration alongside other factors and contexts. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel.

Recognising Extremism

Possible indicators of radicalisation or extremism may include:

Outward appearance

- Becoming increasingly argumentative

- Refusing to listen to different points of view
- Unwilling to engage with students who are different
- Becoming abusive to students who are different
- Embracing conspiracy theories
- Feeling persecuted
- Changing friends and appearance
- Distancing themselves from old friends
- No longer doing things they used to enjoy
- Converting to a new religion
- Being secretive and reluctant to discuss their whereabouts
- Sympathetic to extremist ideologies and groups
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Online behaviour

- Changing online identity
- Having more than one online identity
- Spending a lot of time online or on the phone
- Accessing extremist online content
- Joining or trying to join an extremist organisation
- online searches or sharing extremist messages or social profiles

Channel

Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) notes the following: There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

Referrals to Channel will be made if there is reason to believe that someone may have been radicalised or maybe at risk of radicalisation. In addition to information sharing, if a staff member

makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required. An individual's engagement with the programme is entirely voluntary at all stages.

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- Spending increasing time in the company of other suspected extremists;
- Changing their style of dress or personal appearance to accord with the group;
- Day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- Possession of material or symbols associated with an extremist cause (e.g. the swastika for far-right groups, or slogans, of Isis, Al Shabab, Al Qaida or other terrorist groups);
- Attempts to recruit others to the group/cause/ideology; or
- Communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- Clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- Using insulting or derogatory names or labels for another group;
- Speaking about the imminence of harm from the other group and the importance of action;
- Expressing attitudes that justify offending on behalf of the group, cause or ideology;
- Condoning or supporting violence or harm towards others; or
- Plotting or conspiring with others
- Dehumanising people by using derogatory terms or other means.

3. ROLES AND RESPONSIBILITIES

THE ROLE OF THE BOARD OF TRUSTEES

The Trustees takes seriously their responsibility under section 157 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 to identify, assess, and support those children who are suffering harm.

Governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements (see Appendix 10).

- Trustee will have a senior board level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements (contact details for the lead trustee can be found in section 5 of this document).
- Trustees will ensure there are appropriate policies and procedures (in addition to this policy, policies for staff behaviour, whistleblowing, information sharing and risk management) in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- That all systems and processes should operate with the best interest of the child at their heart and ensure the child's wishes and feelings are taken into account when determining actions to take and what services to provide.
- To ensure that safer recruitment procedures are followed and that all appropriate checks are carried out on all staff.
- To ensure the school has a Designated Lead who is a member of the Senior Leadership Team and has undergone relevant training.
- To provide sufficient resources to enable appropriate training to all staff at regular intervals.
- To ensure children are taught about safeguarding, including online and Relationships and Sex Education (RSE), through teaching and learning opportunities, as part of providing a broad and balanced curriculum and to ensure that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding (the school recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed). To ensure appropriate filters and appropriate monitoring systems are in place on school devices and the school networks⁴ (taking into consideration age range of their children, the number of children, how often they access the IT system and the proportionality of costs verses safeguarding risks) and regularly review their effectiveness.
- To ensure that the leadership team and relevant staff have an awareness and understanding of the filtering provisions in place and manage them effectively and know how to escalate concerns when identified.
- To ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities set out in Part 1 of KCSIE and Annex A of KCSIE.
- To ensure that the Safeguarding Policy and procedures are consistent with Waltham Forest Safeguarding Children Board requirements and are reviewed annually.
- To ensure that the Head Teacher and DSL work with local safeguarding partners
- To ensure that the school has procedures for dealing with allegations of abuse against members of staff (including supply staff and volunteers) that comply with WFSCB/Waltham Forest safeguarding partnership arrangements, Disclosure and Barring Service and the Teaching Regulation Agency.
- To ensure that school staff have due regard to data protection principles as outlined by the DPA and GDPR 2018.

The Trustees will ensure that the school contributes to inter-agency working in line with statutory guidance (Working together to safeguard children). This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school will allow access

⁴ See DfE Guidance: [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-filtering-and-monitoring-standards-for-schools-and-colleges) and [Meeting digital and technology standards in schools and colleges - Cyber security standards for schools and colleges - Guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges-cyber-security-standards-for-schools-and-colleges-guidance)

for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

The Trustee with particular responsibility for safeguarding is responsible for liaising with the DSL over all matters regarding safeguarding issues. The role is strategic rather than operational and he will not be involved in concerns about individual pupils. The Trustee with particular responsibility for Safeguarding will liaise with the DSL to produce an annual report for the Trustees. The Safeguarding Policy will be reviewed by the Trustees to ensure that all procedures have been discharged with efficiency and to ensure swift remediation of any deficiency in policy or procedures.

THE ROLE OF THE HEAD TEACHER

- To understand procedures set out by the Waltham Forest Safeguarding Children's Board and the role of the Designated Safeguarding Lead
- To ensure that the Safeguarding Policy and procedures are understood and implemented by all staff
- To ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding children
- To monitor the effectiveness of the policy and procedures and liaise with the designated safeguarding lead over amendments
- To ensure that the Designated Safeguarding Lead receives sufficient support, training, time and resources to carry out his role effectively
- To ensure that all staff know and are alert to possible signs of abuse and know what to do if they have any concerns or suspicions
- To be aware of any off-roll notification should there be safeguarding concerns and to follow this up in conjunction with the Designated Safeguarding Lead and, if applicable, with the Waltham Forest Safeguarding Children's board
- To create a safe environment and a caring ethos within the school
- To make parents aware of the school's Safeguarding Children Policy
- Ensuring the school effectively monitors, if any, children who have been identified as "at risk"
- Providing guidance to parents, children and staff about obtaining suitable help

THE ROLE OF THE STAFF

All members of staff should be aware of the four key steps to follow to help identify and respond appropriately to possible abuse and/or neglect:

- Be alert – to be aware of signs of abuse and neglect and to understand the procedures set out in local multi-agency safeguarding arrangements
- Question behaviours – to be aware if something seems unusual and try to speak to the child alone, if appropriate to seek further information
- Ask for help – discuss concerns with the Designated Lead
- Refer – make a referral to the WFSCB. This would usually be made by the Designated Lead but can be made by anyone. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

- All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- Staff must provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Staff should consider providing wider family, environmental factors and what else they know about the child when making the referral.
- To be aware of the contents of the Safeguarding Children policy and procedures and the identity of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead
- To enquire from the DSL any matters that are not understood in Part 1 of KCSIE
- To sign confirming that they have read and understood the safeguarding policy, staff code of conduct, behaviour policy, the school's child missing protocols, the booklet 'What To Do if You're Worried A Child is Being Abused' and part 1 of KCSIE
- To have a responsibility to provide a safe environment in which children can learn
- To set a good example by conducting themselves appropriately and maintaining suitable standards of conversation and interaction with and between pupils
- To foster a culture of trust between adults who work at the school and children who attend
- To help pupils understand how to keep themselves safe and manage risk through PSHCE discussions and through all aspects of school life
- To be aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- To report concerns to the DSL (or a deputy) that they have about any pupil as soon as possible regardless of whether
 - there have been any concerns about the pupil previously or
 - the pupil is open to children's services or not or whether they have a Child Protection plan or not.

Staff should consider providing information on wider family, environmental factors and what else they know about the child when reporting the concern.

- To follow the referral processes set out in KCSIE if there is a concern about a child's welfare.
- To undertake regular updated (at least annually) training to provide them with relevant skills and knowledge to safeguard children effectively
- To know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- To be aware that some children may face additional barriers to telling someone about abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation and hence staff need to be mindful of this when a disclosure is being made.
- To be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This

should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- We are also aware that being professionally curious is not simply about asking the right questions. It is about the language used, having a trusting relationship, being in a safe space and giving children and young people the time they need to talk openly and not feel pressured, however this will not prevent staff from speaking to the DSL if they have concerns about a child.
- To identify children at risk of being drawn into terrorism and to challenge extremist ideas which can be used to legitimize terrorism and are shared by terrorist groups
- To build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- To be aware of the types of abuse and neglect so that they are able to identify cases of children who may need help or protection.
- To be alert of persistent absenteeism of any pupils and report concerns to the Designated Lead should it be felt there may be safeguarding concerns
- To be open, accepting and ready to listen to a pupil and to follow the procedures outlined in this policy in the event of a disclosure.
- To complete a concern form signed and dated
- All staff should be aware child that safeguarding issues can manifest themselves via child on child abuse.
- All staff should recognise that children are capable of abusing their peers. All staff should be clear about the school's procedure with regard to child on child abuse.
- Members of staff are required to 'self-declare' if there are any changes to their own criminal record, have links with any extremist groups or if there is a change in their personal circumstances.

The Teachers' Standards state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should decide within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming.

If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves. Local safeguarding partnership arrangements will have escalation procedures that can be followed.

All verbal communication should be written down at the earliest opportunity.

If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

If in any doubt, staff are encouraged to always speak to the designated safeguarding lead (or deputy) who will provide relevant information, advice and guidance.

Note: All information and action taken, including the decision made will be fully documented and all referrals to Social Services will be accompanied by a standard referral form.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Trustee to ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead take's lead responsibility for safeguarding and child protection (including online safety and understanding roles and responsibilities in relation to filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. The DSL is to be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

There will be at least one named deputy designated safeguarding lead. Any deputies must be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners;
- liaise with the Head Teacher to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#) (also see Appendix 11);
- as required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff, IT Technicians, and SENDCOs or the named person with oversight for SEN on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff. Training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead will undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners.
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Trustees regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the safeguarding partnership arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding partnership arrangements;

- Where children leave the school (or if appropriate before the child leaves school to support transition), the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term where children leave school (including in year transfer) to allow the new school to have support in place for when the child arrives. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained; If we are the receiving school we will ensure key staff such as designated safeguarding leads and SENDCOs, are aware as required.
- During term time the designated safeguarding lead (or a deputy) will always be available for staff in the school to discuss any safeguarding concerns. The school will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities;
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.
- Know the details of the virtual school head and their responsibilities.
- Be confident in their knowledge of what local specialist support is available to support children involved in sexual violence or sexual harassment (SVSH) including victims and perpetrators and know how to access that support.
- Be aware of the role of schools when dealing with or suspecting forced marriages.
- Review policies and procedures regularly to ensure any patterns or trends of particular behaviour around SVSH are addressed.
- Where patterns and trends in reports of SVSH indicate an issue in the wider community or local area, you must share this information with the safeguarding partners.

Additionally, following a report of sexual violence, the designated safeguarding lead (or deputy) should make an immediate risk and needs assessment, considering the victim, the alleged perpetrator as well as all other children

Use of school or premises for non-school Activities

The DSL will ensure that appropriate arrangements are in place to keep children safe where premises are hired or rented out to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities)⁵.

When the services or activities are provided by the governing body or proprietor, under the direct supervision or management of Lantern of Knowledge staff, the school's arrangements for child protection will apply.

The DSL must seek assurance that the hiring body has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school on these matters where appropriate.

The DSL will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

If the school receives an allegation relating to an incident that happened when an individual or organisation was using their school premises for the purposes of running activities for children,

⁵ See DfE guidance : [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings](https://www.gov.uk/guidance/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings) - GOV.UK (www.gov.uk)

then as with any safeguarding allegation, the school will follow their safeguarding policies and procedures, including informing the 24.

Imran Patel is the Designated Safeguarding Lead. The Deputy Designated Safeguarding Lead is Shakil Ahmed. . They are fully trained for this role in child protection by completing the Designated Safeguarding Lead training provided by the Local Authority. Other members of the SLT have attended training in the following areas: Safeguarding, Channel Awareness, FGM, Safer recruitment, First Aid, and Fire Marshall training.

AVAILABILITY

The designated safeguarding lead or a deputy will always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

CURRICULUM

The governors ensure that children are taught about how to keep themselves and others safe, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through:

- PHSERR lessons, which include (RSE, SMSC, British Values),
- Computing lessons which include e-safety,
- Assemblies and approved visitors etc.

It is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

We understand that as a school we play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RHSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Such a programme will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This programme will tackle at an age-appropriate stages issues such as:

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

Our school makes use of the DfE “one stop” page for teachers on GOV.UK, outlined within. [Teaching about relationships, sex and health](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

Appendix 9 shows the resources that we are familiar with to help us plan and teach about safeguarding:

Using resources above our children are taught to recognise when they are at risk and how to get help when they need it. Staff are able to access the above resources through the school cloud system where all resource links will be filed. The school will review the measured impact on the curriculum regularly.

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. Relevant issues will be addressed through the curriculum, for example self-esteem, emotional literacy, assertiveness, power, exploitation, sex and relationship education, consent, e-safety, British Values, bullying and sexting. Issues will be addressed through other areas of the curriculum, for example, English, history and art.

Our policies address issues of power and potential harm, for example bullying, equal opportunities, physical handling, positive behaviour, online safety, SEND and are linked to ensure a whole school approach. Our safeguarding policy cannot be separated from the general ethos of our school, which will ensure that pupils are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

RESPONDING TO CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

This section informs on how the school will respond to **all reports and concerns** of child on child sexual violence and sexual harassment, including those that have happened outside of the school premises, and or online. (The indicators of abuse have been highlighted in previous sections of this policy.)

Sexual violence and sexual harassment can occur between two children of **any age and sex**, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in this policy, all school staff working are advised to maintain an attitude of '**it could happen here**'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school, including intimate personal relationships.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware of the DfE advice: child-on-child sexual violence and sexual harassment Between Children (in part 5 of KCSIE) which contains further detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools,
- advice on a whole school approach to preventing child on child sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s).

Staff not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Hence the DSL will put in place effective training and effective policies with the foundation for a calm, considered and appropriate response to any reports. Ultimately, any decisions made by the school are on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

The Governing body will ensure that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Supporting the Victim

The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s).
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- Schools should be aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse can access specialist NHS support from a Sexual Assault Referral Centre (SARC). SARCs offer confidential and non-judgemental support to victims and survivors of sexual assault and abuse. They provide medical, practical, and emotional care and advice to all children and adults, regardless of when the incident occurred.
- Support can include:
 - Early help and children's social care (see previous sections of this policy).
 - Children and Young People's Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools to ensure the best possible outcomes for the victim.
 - Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.
 - Child and adolescent mental health services (CAMHS) is used as a term for all services that work with children who have difficulties with their emotional or behavioural

wellbeing. Services vary depending on local authority. Most CAHMS have their own website, which will have information about access, referrals and contact numbers.

- The specialist sexual violence sector can provide therapeutic support for children who have experienced sexual violence. Contact Rape Crisis (England & Wales) or The Survivors Trust for details of local specialist organisations. The Male Survivors Partnership can provide details of services which specialise in supporting men and boys.
- NHS - Help after rape and sexual assault - NHS (www.nhs.uk) provides a range of advice, help and support including advice about the risk of pregnancy, sexually transmitted infections (STI), reporting to the police and forensics.
- Rape and sexual assault referral centres services can be found at: Find Rape and sexual assault referral centres. Sexual assault referral centres (SARCs) offer medical, practical and emotional support. They have specially trained doctors, nurses and support workers. If children, young people, or their families are unsure which service to access, they should contact their GP or call the NHS on 111.
- Childline provides free and confidential advice for children and young people.
- Internet Watch Foundation works internationally to remove child sexual abuse online images and videos and offers a place for the public to report them anonymously.
- Childline / IWF: Remove a nude image shared online Report Remove is a free tool that allows children to report nude or sexual images and videos of that they think might have been shared online, to see if they can be removed from the internet.

Victims may not talk about the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, the school should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victim's (as far as reasonably possible). The School should respect and support this choice.

A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While the school should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, the schools should provide a physical space for victims to withdraw.

It may be necessary for the schools to maintain arrangements to protect and support the victim for a long time. The School should be prepared for this and should work with children's social care and other agencies as required.

It is therefore important that the DSL knows how and where to seek support.

It is important that the school does everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

Whilst they should be given all the necessary support to remain in the school, if the trauma results in the victim being unable to do this, alternative provision or a move to another school should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The DSL should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file. Information sharing advice referenced in earlier section of this policy will help support this process.

Ongoing Considerations: Victim and alleged perpetrator(s) sharing classes

Once the DSL (or a deputy) has decided what the next steps will be in terms of progressing the report, they should carefully consider again the question of the victim and alleged perpetrator(s) sharing classes and sharing space at school. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them.

It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, the school should follow general safeguarding principles as per this policy.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator(s) should be removed from any classes they share with the victim. The school will also consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during before and after school-based activities) and on transport to and from school where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator(s). Close liaison with the police is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator(s) to remain in the same school would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of the behaviour policy, including consideration of permanent exclusion.

Where the perpetrator(s) is going to remain at the school, the principle would be to continue keeping the victim and perpetrator(s) in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

In all cases, the school should record and be able to justify their decision-making.

Safeguarding and supporting the alleged perpetrator(s) and children and young people who have displayed harmful sexual behaviour

Advice about safeguarding and supporting the alleged perpetrators is also set out in DfE advice: child-in part 5 of KCSIE. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator(s):

- The school will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator(s) with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.
- Consider the age and the developmental stage of the alleged perpetrator(s), the nature of the allegations and frequency of allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. The alleged perpetrator(s) may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. HSB in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. More information on HSB can be found in part 5 of KCSIE Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police. The NSPCC also provides free and independent advice about HSB: NSPCC Learning - [Protecting children from harmful sexual behaviour and NSPCC - Harmful sexual behaviour framework](#).
- The Lucy Faithfull Foundation has developed a [HSB toolkit](#), which amongst other things, provides support, advice and information on how to prevent it, links to organisations and helplines, resources about HSB by children, internet safety, sexual development and preventing child sexual abuse.
- [Contextual Safeguarding Network – Beyond Referrals \(Schools\)](#) provides a school self-assessment toolkit and guidance for addressing HSB in schools.
- StopItNow - [Preventing harmful sexual behaviour in children - Stop It Now](#) provides a guide for parents, carers and professionals to help everyone do their part in keeping children safe, they also run a free confidential helpline.
- It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- DfE Advice on [behaviour in schools](#) is clear that teachers can discipline pupils whose conduct falls below the standard which could be reasonably expected of them. If the perpetrator(s) is to be excluded the decision must be lawful, reasonable and fair. Further information about exclusions can be found in statutory guidance for schools [Suspension and Permanent Exclusions from maintained schools, academies and PRUs](#).
- School can be a significant protective factor for children who have displayed HSB, and continued access to school, with a comprehensive safeguarding management plan in place, is an important factor to consider before final decisions are made. It is important that if an alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file. See Information sharing advice in a earlier section of this policy to support this process.
- [Stop it now - professionals looking for advice](#) provides support for professionals in child sexual abuse prevention, so that they're well equipped to keep children safe.

RESPONDING TO A DISCLOSURE

Members of staff may suspect a case of abuse, exploitation or neglect from a variety of sources:

- a pupil discloses to them personally
- a pupil writes a disclosure on a note in the suggestion box or emails/texts a disclosure
- from behaviour of, or marks on, the pupil (e.g. bruises, welts, lacerations, abrasions)
- indications through schoolwork
- a pupil informs them that they know or suspects that another pupil is being abused, exploited or neglected
- another third party informs them that they know or suspects that a pupil is being abused, exploited or neglected

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

The staff member's initial response to a report from a child is incredibly important. How a staff member responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

All staff will be trained to manage a report. This will include the following effective safeguarding practice:

- It is sufficient for 1 staff member to manage a reporting of a disclosure. However in cases of child on child sexual harassment or sexual violence, wherever possible, manage reports with **two members of staff present**, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- Where the report includes an online element, being aware of [searching screening and confiscation advice \(for schools\)](#) and [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#). **The key consideration is for staff not to view or forward illegal images of a child.** The highlighted advice provides more details on what to do when viewing an image is unavoidable. In some cases, it may be more appropriate to confiscate any devices to preserve any evidence and hand them to the police for inspection;
- Recognise that a child is likely to disclose to someone they trust: this could be anyone on the school. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be **supportive and respectful** of the child;

- Recognise that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall all details or timeline of abuse;
- Keeping in mind that certain children may face **additional barriers** to telling someone because of their vulnerability, disability, sex, ethnicity and/or sexual orientation;
- **Reassure the pupil** has a right to tell and is not to blame. It is helpful to the pupil if the adult is able to communicate something of the following:

'You're not to blame; it's not your fault'

'You're very brave to have told someone'

- **Confidentiality:** Do not promise confidentiality, explain that you have to make sure that the pupil is safe and may need to ask other adults to help you to do this. Referrals may have to be made in order to safeguard the pupil.

Ensure that any questions that need to be asked to clarify understanding are as open as possible and do not lead the pupil let the pupil tell you what she or he wants to and no more. The pupil may have to disclose to a specialist later and too much detail now may interfere with later investigations.

Keep any suspicions confidential and not discuss them with anyone other than those mentioned above. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to.

- **Listen carefully** and take the allegation seriously. Reflect back, using the child's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of that harm was. When the pupil has finished, make sure that he feels secure.
- **Do not attempt any examination** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. The pupil should only be examined by an appropriate doctor.
- Considering the best way to make a record of the report. Best practice is to wait until the end of the conversation and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. **Either way, it is essential a written record is made;**
- **only recording the facts as the child presents them.** The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such reports could

become part of a statutory assessment by children's social care and/or part of a criminal investigation;

Make notes of the discussion as soon as possible and at most within twenty-four hours to give to the Designated Safeguarding Lead on the Safeguarding Concern Form which can be found on the **Teacher Resources** Drive under the **FORMS** folder. Note time, date, place, people present and what was said. Records should be precise; the notes may be needed in subsequent court proceedings. All notes should be signed.

It is important to record as much as you can remember using the pupil's own words. Write facts and information only, taking care to avoid opinion. A specific safeguarding incident/concern form is an appendix to this policy. This should be delivered in person to the DSL's office and the DSL should be notified. Further copies are available from the DSL. Staff are not required to investigate further but may be required to support and monitor the student in the future.

- **Inform the designated safeguarding lead** (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

ACTION FOLLOWING A REPORT OF SEXUAL VIOLENCE AND/OR SEXUAL HARASSMENT

What to consider

As set out above, sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of '**it could happen here**'. All staff should be aware of, and respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The DSL (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children;
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature);
- that sexual violence and sexual harassment can take place within intimate personal relationships between peers;

- understanding intra familial harms and any necessary support for siblings following incidents;
- are there ongoing risks to the victim, other children or school staff; and,
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, staff should follow general safeguarding principles as set out throughout this policy. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

The starting point regarding any report should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

CHILDREN SHARING A CLASSROOM: INITIAL CONSIDERATIONS WHEN THE REPORT IS MADE

Any report of sexual violence is likely to be traumatic for the victim. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim, and close proximity with the alleged perpetrator(s) is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with children’s social care and the police, the alleged perpetrator(s) should be removed from any classes they share with the victim. The DSL and/or Headteacher should also carefully consider how best to keep the victim and alleged perpetrator(s) a reasonable distance apart on school premises (including during any before or after school-based activities) and on transport to and from the school, where appropriate. These actions are in the best interests of all children involved and should not be perceived to be a judgment on the guilt of the alleged perpetrator(s).

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator(s) and considerations regarding shared classes, sharing school premises and school transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out in the paragraph above regarding the welfare of the victim(s). The wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

OPTIONS TO MANAGE THE REPORT

It is important that the school considers every report on a case-by-case basis as per set out in the paragraph above regarding the welfare of the victim(s). When to inform the alleged perpetrator(s) will be a decision that should be carefully considered. Where a report is going to be made to children’s social care and/or the police, then, as a general rule, the school should speak to the relevant agency

and discuss next steps and how the alleged perpetrator(s) will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required.

There are four likely scenarios for schools to consider when managing any reports of abuse and especially for sexual violence and/or sexual harassment. It will be important in all scenarios that decisions and actions are regularly reviewed and that relevant policies are updated to reflect lessons learnt. It is particularly important to look out for potential patterns of concerning, problematic or inappropriate behaviour. Where a pattern is identified, the school should decide on a course of action. Consideration should be given to whether there are wider cultural issues within the school that enabled the inappropriate behaviour to occur and where appropriate extra teaching time and/or staff training could be delivered to minimise the risk of it happening again. The four scenarios are:

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or that referrals need to be made to statutory services and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the response, it should be underpinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- In line with 1 above (managing internally), the school may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent Harmful Sexual Behaviour (HSB) and may prevent escalation of sexual violence. It is particularly important that the DSL (and their deputies) know what the Early Help process is and how and where to access support (see Appendices).
- Multi-agency early help will work best when placed alongside strong school policies, preventative education and engagement with parents and carers.
- The schools, as a relevant agency, should be part of discussions with statutory safeguarding partners to agree the levels for the different types of assessment and services to be commissioned and delivered, as part of the local arrangements. Safeguarding partners should publish a local threshold document which includes the process for the local early help assessment and the type and level of early help services to be provided, and DSLs (and their deputies) will need to familiarise themselves with this document.
- Early help and the option to manage a report internally do not need to be mutually exclusive: a school could manage internally and seek early help for both the victim and perpetrator(s).
- Whatever the response, it should be under-pinned by the principle that there is zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care
See section below
4. Reporting to the Police
See section below

REFERRALS TO CHILDREN'S SOCIAL CARE

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school must make a referral to the relevant local children's social care as soon as possible and within 24 hours (where allegations relate to incidents that have happened in the child's home, or home authority, a referral to that local authority children's services will be made; where any abuse takes place in the school or surrounding areas, the initial referral will be made to Waltham Forest children's services). This would usually be made by the DSL (or a deputy) but can be made by anyone.

No member of the school staff shall conduct an investigation concerning child abuse. This will be done by Social Services and/or the police.

At the point of referral to children's social care, the school will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

Where statutory assessments are appropriate, the DSL (or a deputy) will work alongside, and cooperate with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator(s) and any other children that require support.

The School should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. It will be important for the DSL (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment (see below) will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator(s), any other children directly involved in the safeguarding report and all children at the school should be immediate.

In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the DSL or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help pastoral support or specialist support

All concerns, decision and reasons for decisions must be recorded.

In the case of Physical injury, emotional abuse or neglect:

- The Designated Lead will contact Children's Social Care Services. If there has been a deliberate injury or where there are concerns about the child's safety, the child's parents should not be contacted before first consulting with social services

- Where emergency medical attention is necessary it will be sought immediately. The Designated Lead should inform the doctor of any suspicion of abuse
- If a referral is being made without the parent's knowledge and non-urgent medical treatment is required, social services should be informed. Otherwise, speak to the parent and suggest medical attention should be sought for the child.
- If a pupil is thought to be at immediate risk because of parental violence, intoxication, substance abuse, mental illness or threats to remove the child during the school day, for example, urgent Police intervention should be requested.

In the case of Sexual abuse:

- The Designated Lead will contact Children's Social Care Services or Police
- The Designated Lead will not speak to the parents
- Under no circumstances should the Designated Lead, or any other member of the school, attempt to carry out any investigation into the allegations or suspicions of sexual abuse. The role of the Designated Lead is to collect the exact details of the allegations or suspicion and to provide this information to the child protection agencies
- The member of staff will not be approached at this stage unless it is necessary to ensure the immediate safety of children
- The DSL may need to clarify any information regarding the allegation; however, no person will be interviewed at this stage.

Referrals for child on child abuse:

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to children's Social Care (MASH) for both the harmed and the harmer.

The school 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.

The school will not wait for the outcome (or even the start) of a children's social care or police investigation before protecting the victim, alleged perpetrator and other children in the school.

RISK ASSESSMENT

When there has been a report of any type of abuse, the DSL (or a deputy) should make an immediate risk and needs assessment. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- whether there may have been other victims,
- the alleged perpetrator(s); and
- all the other children, (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms
- the time and location of the incident, and any action required to make the location safer.

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school should be actively considering the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. This risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's approach to supporting and protecting their pupils and students and updating their own risk assessment.

SUPPORTING VICTIMS AND PERPETRATORS

Supporting Victims

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. We will remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

We understand that victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with our duty and responsibilities to protect other children.

The victim will be provided with support and reassured that they will be kept safe and taken seriously at all times.

Children who have been abused will most likely need additional support in the school environment. Classroom teachers have the opportunity to provide an environment where the child can begin to succeed and recognise that he is capable and valued.

The most important ingredient in a safe classroom is the teacher's attitude toward students. The most crucial belief a teacher must have is that the child is not to blame. There is nothing that a child can do to prevent or stop the abuse.

To offer support, the teacher must, first, be approachable. If an abused child begins to tell what is happening, positive body language will encourage the child to continue. The teacher must also watch for cues about how to respond. The child may either want to be comforted physically or may not want to be touched. At this point, it is more important to actively listen than to comment or ask questions.

Listening to those who will talk is important; however, some students will be unable to share verbally what is happening. In these instances, the teacher must be observant.

Although a teacher may doubt the story, it is vitally important to believe the child. The child is taking a significant step in trusting the teacher enough to tell what is happening. To betray that trust would repeat the betrayal experienced when an adult abused the child and failed to serve as a protector. Even though the explanation may be fragmented, teachers should listen supportively and (if needed)

ask open-ended questions to fill in gaps. Sometimes after telling the secret, the child may recant the story due to fear, threats, or acceleration of the abuse

The support that is required to the abused child should consider all of the following⁶:

- **Expectations.** Teachers can honour the strength and courage of these children by having high expectations for them. Emotionality may interfere with thinking; therefore, it is important to set reasonable goals and to provide the support needed for the child to feel confident in his abilities. School can be a place where children rebuild their self-esteem, assert themselves, and see themselves as successful.
- **Structure.** Abused children may feel powerless to control much in their environment. To cope, they may:
 - refuse to even try to control what happens around them;
 - strive to manipulate everything they can by bossing peers and controlling belongings; and
 - express disproportionate feelings whenever they feel threatened.

When these children fly off the handle with little provocation, they may be doing so to try to establish control. To help the child feel a sense of control in a positive manner, teachers should give accurate information and build trust. Allowing expression of feelings when appropriate through art, music, drama, and/or creative writing will also help the child to feel less controlled by pent-up emotion.

- **Identity.** Children who have been abused in ways that met an adult's needs and denied the child's needs have little sense of personal identity. Teachers can help by pointing out the child's strengths. Statements such as
 - "You are a hard worker,"
 - "You are a good friend when you help a classmate with a problem," and
 - "People in this classroom like you because you are fun to be with"

will help the child understand how others perceive him or her. Teachers can also help abused children gain a sense of personal identity by asking questions that help them formulate a position on issues, administering interest inventories, and teaching decision-making and problem-solving skills. These skills will assist in interpersonal relationships as well as in self-understanding.

- **Self-esteem.** Abused children have little self-esteem. Teachers can help them learn that they are valued, accepted, and capable by fostering an environment that honours each child's uniqueness. Valuing differences will enable children to begin to see themselves as having something to contribute that others appreciate. With each successful completion of a classroom task, the child's sense of competency will be fostered.
- **Sense of belonging.** Abused children think they did something wrong and that they are bad. Because they have kept a secret from everyone, they assume there is a reason for them to be isolated from others. To facilitate a sense of belonging, the teacher may provide designated places for possessions, display work in the classroom, and make a conscious attempt to include these children in classroom activities. Support through teaching social skills

⁶ <https://www.ascd.org/el/articles/supporting-victims-of-child-abuse>

individually, in small group settings, and through cooperative learning will also help abused children practice interacting in a nonthreatening atmosphere.

- **Social skills.** Because abused children have not learned to listen to their inner selves, they may focus on pleasing and meeting the needs of others while neglecting their own needs. Having been introduced to the adult world through an abusive relationship, the child may have learned inappropriate behaviours and language. The child may feel unworthy to interact on an equal basis with others and may fear rejection. A classroom climate that fosters caring, appreciation for differences, consistent rules and boundaries, and recognition for small successes will nurture a child who has been discounted at home.
- **Tolerance of differences.** Because each child will respond in a unique way to abuse, classroom behaviours may be variable. Some of the feelings an abused child may experience are anxiety, guilt, embarrassment, depression, anger, and resolution. Consultation with a school psychologist, social worker, counsellor, or nurse may also help teachers understand unexplainable behaviours and emotions of their students.

Further support for the victim may consider:

- Revisiting online safety advice
- Supporting parents with online safety advice and with general safety advice at home or outside the home
- Activities that will help the pupil to keep themselves more safe in future (e.g. remove himself from group chats)

These can be done as whole class or whole school activities thus reassuring the abused pupil that the guidance is for all pupils not just for them.

Supporting Child Perpetrators of Abuse

It is important that the perpetrator(s) is/are also given the correct support to try to stop them re-offending and to address any underlying trauma that may be causing this behaviour. Addressing inappropriate behaviour can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

We will ensure the perpetrator will also be provided with appropriate support.

Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary. We will be very clear as to what its approach is. (See Behaviour and sanctions policy).

We understand that school is a protective factor for children who have displayed HSB, and will ensure that continued access to school, with a comprehensive safeguarding management plan is in place, before any final decisions are made. If an alleged perpetrator does move to another educational institution (for any reason), then the new educational institution will be made aware of any ongoing support needs and where appropriate, potential risks to other children and staff.

Children who have abused other children will most likely need support in order ensure that they understand the seriousness of their actions and to stop it from happening again.

The support that the school can provide should consider the following activities that help the pupil to:

- in the future, “Make the right Choices”
- in the future, “Stop making wrong choices”
- to understanding the abuse from the victims perspective

RECORD KEEPING

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the DSL (or deputy).

REPORTING TO THE POLICE

Any report to the police will generally be in parallel with a referral to children’s social care.

It is important that the DSL (and their deputies) are clear about the local process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is that this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator(s) is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. The following advice may help school staff to decide when to engage the Police and what to expect of them when they do:

- [When to call the police](#)
Where a report has been made to the police, the DSL should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

At this stage, the DSL will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school is supporting the child in any decision they take. This should be with the support of children’s social care and any appropriate specialist agencies.

All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. The local arrangements are listed in Appendix 1.

In some cases, it may become clear very quickly that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school continues to engage with specialist support for the victim and alleged perpetrator(s) as required.

Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s), it will be important for the DSL (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school takes does not jeopardise the police investigation.

If the DSL (or deputy) has questions about the investigation, they should ask the police. The police will help and support the school as much as they can (within the constraints of any legal restrictions).

Whatever the response, it should be under-pinned by the principle that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

THE USE OF 'REASONABLE FORCE' IN SCHOOL

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. 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. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. The school will take a sensible approach, which allows and supports staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, staff should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010³⁹ in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.⁴⁰ By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, the school can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Staff will be trained on Use of Reasonable Force in Schools.

For information about how to support children with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention can be found at Reducing the need for restraint and restrictive intervention.

4. DEALING WITH ALLEGATIONS OF ABUSE AGAINST STAFF (INCLUDING SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS)

The school aims to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour which are set out in this policy are constantly lived, monitored and reinforced by all staff. This will be achieved by:

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

All members of staff at the School should have an understanding of Child Protection and Safeguarding issues and should appreciate the importance of their vigilance. The School has a Whistle blowing Policy which is readily available and is part of the induction process. Where an allegation or complaint is made against any member of staff or volunteer (including supply staff, other staff and contractors), the matter should be reported immediately to the Head Teacher, or in his absence to the Chair of Trustees. Where appropriate, the Head Teacher will consult with the DSL and the allegation will be discussed immediately (and within 1 working day) with the LADO before further action is taken.

Allegations should be reported. A "case manager" will lead any investigation. The case manager will discuss the matter with the LADO the nature content and context of the allegation and agree a course of action. The Headteacher will be the case manager in most cases however the following circumstances another member of the school community will need to take over this role (the case managers are highlighted here):

- Where an allegation or complaint is made against the Head Teacher, the matter should be reported immediately to the **Chair of the Board of Trustees** without first notifying the Head Teacher. Again, the allegation will be discussed immediately with the LADO before further action is taken.
- Where an allegation or complaint is made against any other member of the school community including the DSL or a Trustee, the matter should be reported immediately to the **Headteacher** without first notifying the DSL. Again, the allegation will be discussed with the LADO before further action is taken.
- In the event of any conflict of interest, the case will be escalated to the **Chair of the Board of Trustees** who will then follow the procedure accordingly.

Contact details for the Local Authority Designated Officer (LADO) for Waltham Forest:

Telephone: 020 8496 3646

Email: lado@WalthamForest.gov.uk

For advice and support about any safeguarding matter in school or for information about a range of safeguarding training courses, please contact the Education Safeguarding Service:

Email: safeguardingineducation@walthamforest.gov.uk

Telephone: 020 8496 3646

Caroline Coyston, LADO and Safeguarding in Education Manager

Chloe Pettigrew, LADO and Safeguarding in Education Assistant Manager (Schools Lead)

Jennifer Knight, Education Safeguarding Early Years Lead

For Escalations contact:

Gillian Nash, Head of Settings and Workforce Safeguarding

Email: Gillian.Nash@walthamforest.gov.uk

Telephone: 020 8496 3682

If any allegation of abuse is made against a member of staff (including supply staff and volunteers), the Waltham Forest safeguarding partnership procedures will be followed and we shall have regard to the guidelines on practice and procedure given in Part 4 of the DfE statutory guidance KCSIE.

There are two levels of allegation/concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – called ‘low level concerns’.

ALLEGATIONS THAT MAY MEET THE HARMS THRESHOLD

This part of the policy is about managing cases of allegations that might indicate a person would pose a risk of harm⁷ if they continue to work in their present position, or in any capacity with children in the school. The procedures in this section apply if it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a pupil or children in a way that indicates that he or she **may** pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they **may not** be suitable to work with children⁸.

⁷ The harm test is explained on the Disclosure and Barring service website on GOV.UK. [Section 31\(9\) of the Children Act 1989 as amended by the Adoption and Children Act 2002](#)

⁸ Extra bullet point added in KCSIE Sep 2020. The reason is because of **transferrable risk**. Where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children. For example, a member of staff is involved in domestic violence at home. No children were involved, but schools/colleges need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

THE INITIAL RESPONSE TO AN ALLEGATION

Where the school identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, the school should contact children's social care and as appropriate the police immediately as per the processes explained earlier in this policy.

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

- Looking after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care as described in earlier in this policy.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

When dealing with allegations, the school will:

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

The case manager should ensure they understand the local authority arrangements for managing allegations, including the contact details and what information the LADO will require when an allegation is made). Before contacting the LADO, the case manager should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. For example:

- was the individual in the school at the time of the allegations?
- did the individual, or could they have, come into contact with the child?
- are there any witnesses? and,
- was there any CCTV footage?

These are just a sample of example questions. The case manager should be familiar with what initial information the LADO will require (see Appendices Waltham Forest LADO Referral Form).

When to inform the individual of the allegation: The case manager consider carefully on a case by case basis, with guidance as required from the LADO, and if appropriate children's social care and the police.

If there is cause to suspect a child is suffering, or is likely to suffer significant harm, a strategy discussion involving the police and/or children's social care will be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, for example restraint, the strategy discussion or initial evaluation with the LADO should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour. Further

information about the use of reasonable force can be found earlier in this policy and on the GOV.UK site for Use of reasonable force in schools.

Where the case manager is concerned about the welfare of other children in the community or the member of staff's family, they should discuss these concerns with the DSL and make a risk assessment of the situation. It may be necessary for the DSL to make a referral to children's social care.

Where it is clear that an investigation by the police or children's social care is unnecessary, or the strategy discussion or initial assessment decides that is the case, the case manager should seek advice on the next steps from the LADO.

No further action

Where the initial discussion leads to no further action, the case manager and the LADO should:

- record the decision and justification for it; and,
- agree on what information should be put in writing to the individual concerned and by whom.

Further enquiries

Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's staff.

Where there is a lack of appropriate resource within the school, or the nature or complexity of the allegation requires it, the allegation will require an independent investigator. Many local authorities provide for an independent investigation of allegations for schools that are maintained by the local authority, often as part of the HR/personnel services that schools can buy in from the authority. The case manager should also ensure they secure the services of a person who is independent of the school.

The case manager should monitor the progress of cases to ensure that they are dealt with as quickly as possible in a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Wherever possible, the first review should take place no later than four weeks after the initial assessment. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the review meeting if the investigation continues. The LADO should provide advice and guidance to the school when considering allegations against adults working with children.

Please Note: The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or a combination of these.

The School understands its duty of care to its employees and will act to manage and minimise the stress inherent in the allegations process. Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, However, where a strategy discussion is required, or police or children's social care services need to be involved, this will not happen until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. The individual will be advised that they may confide in a colleague or counselling etc. for support.

There will be a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. In the event that an employee is suspended, they will be kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends will not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, this will not happen until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information considered in reaching a decision cannot normally be disclosed, but the parents or carers of the child will be told the outcome in confidence.

Parents and carers will also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraph 163). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

Any employee who becomes aware of a possible allegation or concern of a child protection nature must take immediate steps to ensure that the matter is reported to the Designated Safeguarding Lead or in his absence to the Deputy Safeguarding Lead. The employee must NOT discuss the matter with the staff member who is the subject of the allegation. It is important that the member of staff reporting the concern acts quickly. An investigation may be impeded if a concern is reported late.

Many cases may well not warrant the consideration of either a police investigation or enquiries by the local authority. In these cases, local arrangements should be followed to resolve cases without delay. However, some rare allegations will be so serious they require immediate intervention by the local authority, in which case the following guidelines are followed:

- The DSL should consult the local authority Safeguarding Children Referral and obtain written details of the allegation, signed and dated, from the person who received the allegation (not the pupil).
- The DSL should record any information about dates, times, locations and names of potential witnesses.
- An initial assessment of an allegation should be made by the duty officer and the DSL to judge whether there is a need for immediate action to protect the pupil, the allegation is demonstrably false, there has been inappropriate behaviour or poor practice that can be dealt with through the school's disciplinary procedures.
- Where a referral is made because the pupil has suffered or is likely to suffer significant harm or the alleged abuse is a criminal offence, the local authority procedures will be followed. The local authority will be informed of all allegations and be invited to discuss the allegation with the DSL to confirm details and the best way of informing parents (if not already aware).
- The DSL will inform the alleged about the allegation after consulting the LADO

- If the allegation is not false or unfounded and there is cause to suspect a pupil is suffering, or likely to suffer significant harm, a strategy meeting will be convened
- The LADO may hold meetings with other agencies e.g. the police, if it is judged that the threshold of significant harm has not been reached.
- Staff are permitted to use reasonable force to control or restrain pupils in certain circumstances, including dealing with disruptive behaviour. This should be considered if the allegation is about physical contact.
- In cases where other interagency involvement is not required, the LADO will discuss with the DSL what steps to take. The DSL may decide to take no further action, to dismiss the person or not to use that person's services in the future.
- Where further investigations are required before deciding how to proceed, the DSL will decide, with the LADO, who will investigate; this may be an independent investigator provided by the Local Authority.
- Outcomes of allegations against members of staff may be defined as Substantiated, False, Malicious, Unfounded or Unsubstantiated.

'Settlement agreements' will not be used in cases of refusal to cooperate or resignation before the person's notice period expires.

There will be three possible types of investigation:

1. By Social Services and the Police under Section 47 of the Children Act 1989
2. By the Police under criminal law
3. By the School in line with staff disciplinary procedures

The Local Authority is responsible for managing child protection issues and any allegations against a member of staff must be reported immediately to the Local Authority Designated Officer. This initial consultation will determine whether the allegation reaches the threshold of significant harm to justify a referral to Social Services. In cases of serious harm, the police will be informed from the outset.

If the consultation discussion determines that the allegation does meet the criteria for referral to social services as a child protection concern, the Local Authority Designated Officer will provide support to the school in making the referral and throughout the subsequent process as required. Then the LADO will discuss with the school whether to report to the Disclosure and Barring Service (DBS) at the earliest opportunity of leaving the school, any person whose services are no longer used because he or she is considered unsuitable to work with children. The school will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and where a prohibition order may be deemed appropriate.

Schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid including supply staff or unpaid) in regulated activity, or would have been removed had they not left.

Should it be determined in the consultation discussion that the Allegation does not meet the threshold for a child protection referral to social services, then the Local Authority Designated Officer

will advise on further action that may be taken by the school in investigating the matter internally in line with the staff disciplinary procedures.

Unsubstantiated, unfounded, false or malicious reports

The definitions that will be used when we determine the outcome of an allegation are set out below:

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

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified, and addressed.

If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

If a report is shown to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

Where the allegation concluded to be either, unfounded, false, malicious or unsubstantiated the case manager (and if they have been involved the LADO) will consider the facts and determine whether any lessons can be learned and if improvements can be made.

Details of allegations following an investigation that are found to have been malicious or false will be removed from personnel records, unless the individual gives their consent for retention of the information. However, for all other allegations, i.e. substantiated, unfounded and unsubstantiated it is important that the following information is kept on the file of the person accused:

- a clear and comprehensive summary of the allegation
- details of how the allegation was followed up and resolved
- a note of any action taken, decisions reached and the outcome i.e substantiated, unfounded or unsubstantiated
- a copy provided to the person concerned, where agreed by local authority children's social care or the police, and
- a declaration on whether the information will be referred to in any future reference.

If an allegation is not substantiated and the person returns to work, the school will support that person through offering, for example, a phased return or a mentor.

Allegations that are found to be malicious should be removed from personnel records; and any that are unsubstantiated, are unfounded, or malicious should not be referred to in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference

If an allegation is shown to be deliberately invented or malicious the Head Teacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they will be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the school to deal with it, although if there are concerns about child protection, the DSL will discuss them with the LADO. In such cases, if the nature of the allegation does not require formal disciplinary action, the school will institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing will be held within 15 working days.

For all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken, and decisions reached, will be kept on the confidential personnel file of the accused, and a copy provided to the person concerned. The record will be retained as per the school's data retention procedures.

Suspension

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

Where the case manager is made aware that the Secretary of State has made an interim prohibition order, in respect of an individual who works at the school, the school should take immediate action to ensure the individual does not carry out work in contravention of the order. This means that pending the findings of the TRA investigation, the individual must not carry out teaching work.

In many cases, an inquiry can be resolved quickly and without the need for suspension. The case manager will decide on whether the individual should continue to work at the school, based on consultation with the LADO who will provide relevant information they have received from the police or children's social care on whether they have any objections to the member of staff continuing to work during the investigation of the case. The case manager should be as inventive as possible to avoid suspension.

Based on advice from the school's HR provider and/or a risk analysis drawn up with the LADO, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;

- redeploying to alternative work in the school so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,
- temporarily redeploying the member of staff to another role in a different location or working from home.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unfounded, unsubstantiated, malicious, or false.

If immediate suspension is considered necessary, the case manager should record the rationale and justification for such a course of action. This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be given within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care or the police may give their view to the LADO but they cannot require the case manager to suspend a member of staff or a volunteer, although the case manager should give appropriate weight to their views. The power to suspend is vested in the proprietors who are the employers. However, where a strategy discussion, or initial assessment, concludes that there should be enquiries by the children's social care, and/or an investigation by the police, the LADO should canvass police and children's social care for views about whether the accused member of staff should be suspended from contact with children. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment about whether the person poses a risk of harm to children.

CONFIDENTIALITY AND ANONYMITY

Staff taking a report should never promise confidentiality as it is very likely that it will be in the best interest of the victim to seek advice and guidance from others in order to provide support and engage appropriate agencies.

Our school will only engage staff and agencies who are required to support the children involved and/or be involved in any investigation.

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. There are no easy or definitive answers when a victim makes this request. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies.

Advice should be sought from the designated safeguarding lead (or deputy), who will consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

Ultimately, the designated safeguarding lead (or a deputy) will balance the victim's wishes against their duty to protect the victim and other children.

Where the designated safeguarding lead (or a deputy) go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this will be handled extremely carefully, the reasons will be explained to the victim and appropriate specialist support will be offered.

Additional information on confidentiality and information sharing is available at [Safeguarding Practitioners Information Sharing Advice](#) and [NSPCC: Information sharing and confidentiality for practitioners](#).

As a matter of effective safeguarding practice we will do all we reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment.

Amongst other things, this will mean carefully considering, based on the nature of the report, which staff should know about the report and any support that will be put in place for the children involved. We will also consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities. If required we will provide a physical space for victims to withdraw.

Further information is available from [Gillick competence - Fraser guidelines](#)

CONCERNS THAT DO NOT MEET THE HARM THRESHOLD

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The school must take all concerns seriously and take appropriate action to safeguard children when a concern is raised.

Low level concerns

As part of their whole school approach to safeguarding, the school will ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the

school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage

- an open and transparent culture;
- enable the school to identify concerning, problematic or inappropriate behaviour early;
- minimise the risk of abuse;
- and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold set out in the previous section. 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 may have acted in a way that:

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

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

- being over friendly with children (including sharing personal stories);
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings.

If there is any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, the school should consult with the LADO.

Sharing low-level concerns

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the DSL or deputy DSL (unless the concern is about the DSL in which case it should be reported to the Headteacher).

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

The Schools will ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Recording low-level concerns

All low-level concerns should be recorded in writing Safeguarding incident/concern form (see Appendices). The record should include:

- details of the concern,
- the context in which the concern arose,
- action taken.
- the name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The records will be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) (see paragraph 109 for more information).

Records will be reviewed every half term (and more often if there are many referrals) so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the Headteacher should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking:

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

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this needs to be recorded along with the rationale for their decisions and action taken.

The school will retain such information, at least until the individual leaves their employment with Lantern of Knowledge.

References

Schools should only provide substantiated safeguarding allegations in references. Low level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) has met the threshold for referral to the LADO and found to be substantiated, it should be referred to in a reference.

More detailed guidance and case studies on low-level concerns can be found in [Developing and implementing a low-level concerns policy \(farrer.co.uk\)](https://www.farrer.co.uk/resources/developing-and-implementing-a-low-level-concerns-policy/).

SUPPLY TEACHERS AND ALL CONTRACTED STAFF

In the case that there is an allegation against an individual not directly employed by the school, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as ‘the agency’), the school will

- ensure allegations are dealt with properly.
- under no circumstances decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

The Governing body will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy him/her to another part of the school, whilst DSL/deputy DSL carries out their investigation.

Agencies will be fully involved and must co-operate in any enquiries from the LADO, police and/or children’s social services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the governing body when working in the school. They will be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, the school will inform the agency of its process for managing allegations but also take account of the agency’s policies and the duty placed on agencies to refer to the DBS as personnel suppliers. This should include inviting the agency’s human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

RELATED SCHOOL 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 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 on line bullying and prejudice-based bullying should be reported and will be managed through our anti-bullying procedures. The procedures are published on the schools' websites and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

Online Safety

The school recognises that its pupils will use mobile phones and computers at some time in their lives. They are a source of fun, entertainment, communication and education. Despite the published age restrictions, children 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, TikTok, YouTube, 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 e-safety policy, available on the schools' network drive, explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Online 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 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 bring in to school or on school outside trips any personal mobile devices (this rule is without any exceptions). Any unauthorised mobile devices which are found in school or on school trips will be permanently confiscated.

All staff receive e-safety training and the school has an e-safety coordinator (Computer Science teacher).

Parents receive e-safety advice on how to keep their children safe online at home and to consider any dangers when their child is not at home.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour; which pupils are not allowed to access in school. 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 does not allow access to social media sites on its computers and blocks it at computer router level. Other harmful sites are also blocked such as gambling, pornography, extremist sites etc. Whilst no blocking system can fully eliminate access to harmful sites, the school monitors the use of its computers, both live and historically on a regular basis as an additional measure of protection for pupils.

The school has an e-safety policy that is known to all staff and pupils. The school also has a Social Media policy for staff.

The School will pay due regard to experiences children may have been exposed to during the period of partial closure in relation to online activity – the appropriate referral methods remain in place should this become apparent or known. The following can provide further guidance:

- [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896327/Governors_Guidance_-English_langauge_.pdf

- [UK Safer Internet Centre's professional online safety helpline.:](#)

Library Policy

The school's Library Policy provides an additional layer of protection for pupils by ensuring pupils have access to literature, texts and books which are mainstream, age and school setting appropriate and are free from extremist content. The school controls access to the library to pupils at appropriate school times only and supervises the library use at all times. Only school members have access to the library and the library is only accessible during school times. The content of the literature placed in the library is controlled to ensure all books are appropriate as above and that any literature does not disrespect the nine Protected Characteristic of the Equality Act 2010.

In addition, staff and pupils of the school are made aware to bring to the attention of the SLT any literature found in the school building which does not comply with the above safeguarding requirements for further investigation and for removal and disposal.

Photography and Images

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 websites 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.

DESIGNATED SAFEGUARDING LEAD (DSL)	MR IMRAN PATEL TELEPHONE: 020 8539 5183
DEPUTY DESIGNATED SAFEGUARDING LEAD	MR SHAKIL AHMED TELEPHONE: 020 8539 5183

DESIGNATED SAFEGUARDING TRUSTEE	MR IMRAN SIDYOT TELEPHONE: 020 8539 5183
LOCAL AUTHORITY DESIGNATED OFFICER	CAROLINE AITKEN TELEPHONE: 020 8496 3646

APPENDIX 1: 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.

Multi-Agency Safeguarding Hub (MASH) Single point of referral for Early Help, Child Protection and Adults' Safeguarding in Waltham Forest	Phone: 020 8496 2310 Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm Out of Hours: 020 8496 3000 Email: MASHrequests@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
LADO Team Allegations against staff and volunteers (ASV)	Phone: 020 8496 3646 Email: lado@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
Safeguarding in Education Team Consultations / Training / Support (traded service)	Phone: 020 8496 3646 / 07767 161200 Email: safeguardingineducation@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a phone response within 24 hours during normal business hours
Early Help	Phone: 020 8496 1517 Email: earlyhelp@walthamforest.gov.uk
Virtual School	Phone: 020 8496 1741 Email: virtual.school@walthamforest.gov.uk Head of Virtual School: fay.blyth@walthamforest.gov.uk
Special Educational Needs & Disability (SEND) Service [formerly known as Disability Enablement Service (DES)]	Phone: 020 8496 6503 Email: senteam@walthamforest.gov.uk
Local Safeguarding Children Board (WFSCB) Local Safeguarding Partners (LSPs)	020 8496 2310 / out of hours 020 8496 3000 Zahra Jones – Strategic Partnership Coordinator 07968 693 191 Email: strategicpartnerships@walthamforest.gov.uk
Child Death Overview Panel (CDOP) notifications	Phone: 020 8496 3691 Email: cdop@walthamforest.gov.uk
Female Genital Mutilation (FGM) Community Safety	Refer via MASH . Phone: 020 8496 3281 Email: Sylvie.lovell@walthamforest.gov.uk

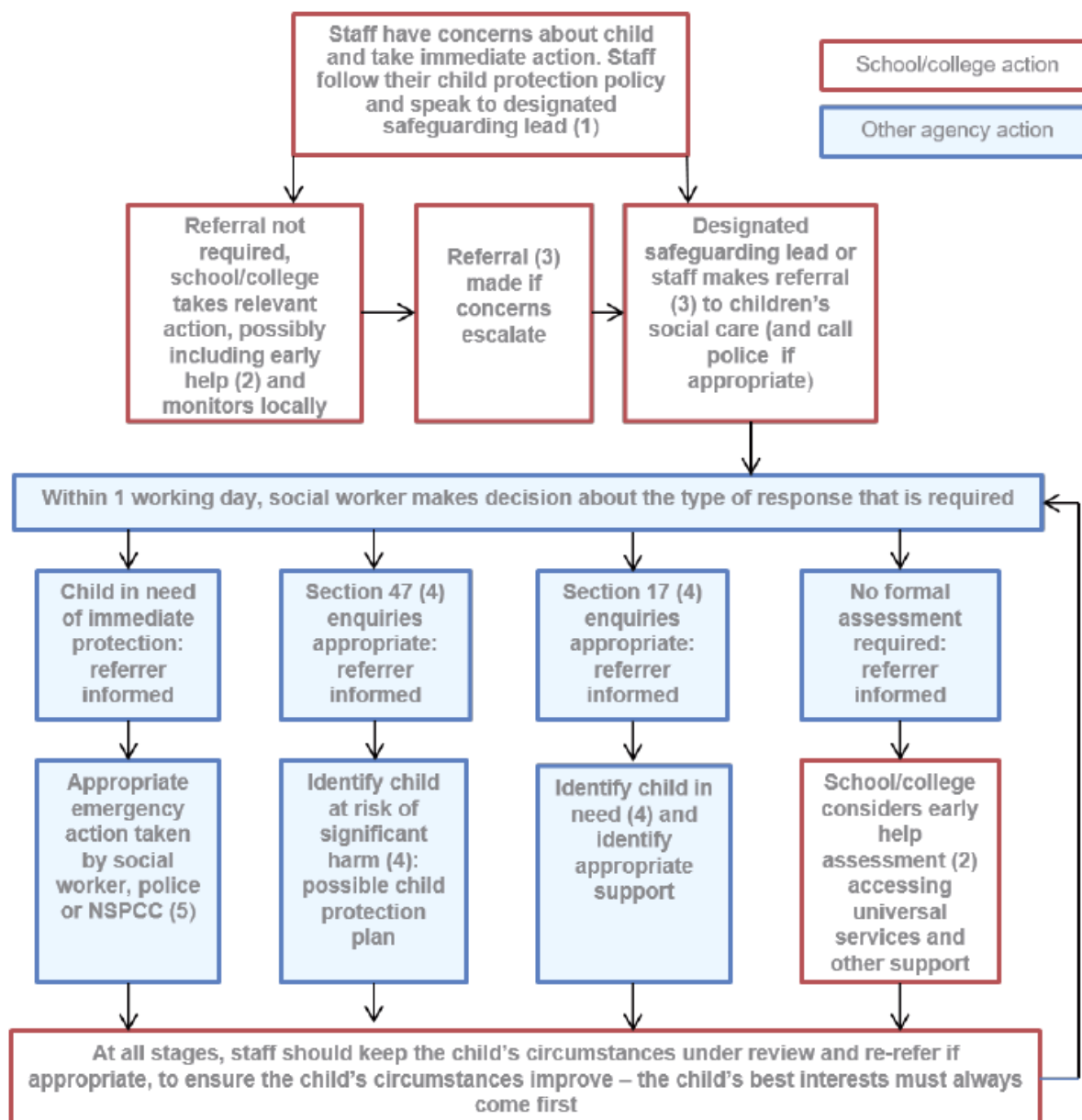
Prevent Community Safety	Refer via MASH . Phone: 020 8496 3000 Mob: 07816150037 Email: communitysafety@walthamforest.gov.uk ; Amy.Strode@walthamforest.gov.uk
Gangs Community Safety	Refer via MASH . Email: Adeolu.Solarin@walthamforest.gov.uk
Adolescent Safeguarding Lead Children's Social Care	Refer via MASH . Email: Reanne.Turner@walthamforest.gov.uk
Harmful Sexual Behaviour Lead Children's Social Care	Refer via MASH . Email: tracey.goddard@walthamforest.gov.uk Tel: 020 8496 5027 Mob: 0797 476 8433
MARAC / DRM queries	Refer via MASH . laura.butterworth@walthamforest.gov.uk
Mental Health First Aid / Public Health	catherine.hutchinson@walthamforest.gov.uk
Private Fostering	Refer via MASH . Email: Charlotte.Andrews@walthamforest.gov.uk Phone: 020 8496 1235 Mob: 07730 766 429
Violence against women and girls (VAWG) & Domestic Abuse one-stop-shop	Refer via MASH . Email: vawg@walthamforest.gov.uk ; domesticabuseadvice@walthamforest.gov.uk

Other Agencies

Name	Agency	Contact Details
Designated Doctor for Child Protection	North East London Foundation Trust (NELFT)	02084307893 07795 548987
Named Nurse for Safeguarding – Community Health Services, School Nursing, Health Visitors (NELFT) and Child & Adolescent Mental Health Services (CAHMS)	North East London Foundation Trust	020 8430 7827/7822 07568 130143
Named Nurse for Safeguarding	Barts Health at Whipps Cross University	020 8535 6855, bleep 514 Pager: 08700555500

	Hospital Paediatric A&E	ask for 850122 Secretary: Ext 5072
Police Referral Desk Including Local Police specialist Unit for dealing with Sexual Violence or Sexual harassment in schools	Metropolitan Police Child Abuse & Investigation Team (CAIT). Local Officer: TUFFAYEL AHMED (PC 3534NE) Safer Schools Officer	02083453633 02083453693 Phone: 0208 345 3160 Mobile: 07469 020 251
Designated Nurse for Safeguarding Children – GP Services	Clinical Commissioning Group (CCG)	020 3688 2604
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
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	02084961375 02084962338
Team Manager – Children’s Emergency Duty		020 8496 3000

APPENDIX 2: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD



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

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

(3) Referrals should follow the local authority's referral process. Chapter one of [Working together to safeguard children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessments of children at risk of significant harm. Full details are in Chapter One of [Working together to safeguard children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 3 : REQUEST FOR HELP AND SUPPORT OR PROTECTION

Guidance

If you do not have access to Waltham Forest Families Information system, then this form should be completed and emailed to the MASH team, which can be contacted on:

TEL: 02084962310 **EMAIL:** MASHrequests@walthamforest.gov.uk
(for NHS.net account, please can you send to MASHrequests@walthamforest.gov.uk.cjsm.net)

Requests for Help and Support or Protection must be made via this form and all relevant sections **MUST** be completed in order to support a good referral. Advice and guidance on a Request for Help and Support of Protection:

https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=27fyEuq_Qzo

You can make a **'Request for Help and Support'** if you think a child or family has additional emerging, complex or acute needs which require a multi-agency intervention; for example, persistent truanting, chronic/recurring health problems, or behaviour is harmful to self and others. Before making this request you should **gain consent** of the child/young person or family concerned.

However, if you are worried that a child is at risk of significant harm i.e. through abuse or neglect, or their condition is acute, you should make a **'Request for Protection'**. In this case you should inform the parents unless this will endanger the child's safety.

Any decision made by the MASH team will be in line with the [Early Help and Threshold Criteria for Intervention](#) which outlines and defines different levels of need (including emerging, multiple, complex and acute).

WHEN TO EXPECT A RESPONSE

- We will make sure that you receive an automatically generated written response to your referral within 24 hours.
- If you do not hear back from us regarding the outcome and/or progress of your referral, please contact the MASH team.
- If you encounter any difficulties in relation to your referral that you wish to bring to the attention of a Senior Manager, please contact the MASH Head of Service.

Contact Details and Personal Information

Details of the person making contact:

Name:	
Agency/Team:	
Role/Job title:	
Address:	
Contact Numbers:	
Date of request:	

What type of request is this?

Help & Support		Protection		Safeguarding	
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Does the parent/carer or child/young person know about the referral?

Y/N		Details:	
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Has the child/young person or parent consented to the request being made?

Y/N		Details:	
-----	--	----------	--

Details of the person making contact:

NHS ID	UPN ID	First Name	Surname	Date of Birth Expected Due Date	Age	Gender	Address	Ethnicity	Religion	Do they have an ECH plan?

Details of family/household members or other significant people:

Name	Other name(s)	DOB/EDD	Gender	Age	Address	Contact Number	Relationship with Subject	Parental Responsibility	Disabilities	Ethnicity	Religion

If there are more than four family/household members or significant people, please continue on a separate sheet and attach:

Presenting Issues

Child/Young Person

Client

<input type="checkbox"/> Emotional abuse	<input type="checkbox"/> Sexual Abuse	<input type="checkbox"/> Domestic abuse	<input type="checkbox"/> Physical abuse	<input type="checkbox"/> Mental Health	<input type="checkbox"/> financial abuse	<input type="checkbox"/> Challenging/ Anti-Social Behaviour	<input type="checkbox"/> Child Missing Education	<input type="checkbox"/> Missing from home	<input type="checkbox"/> Under 16 Year old pregnancy	<input type="checkbox"/> Self-Harm	<input type="checkbox"/> Alcohol or drug Misuse
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Gang-violence	<input type="checkbox"/> FGM	Please give any details on the presenting issues:								

Parent/Carer

Parent/Carer/next of kin

<input type="checkbox"/> Alcohol Misuse	<input type="checkbox"/> Housing	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Domestic Abuse	<input type="checkbox"/> Drug Misuse	<input type="checkbox"/> No Recourse to Public Funds	<input type="checkbox"/> Intentionally Homeless	<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Acute or emerging Physical Disability or illness	<input type="checkbox"/> Gang-violence	<input type="checkbox"/> Other (specify)
Please give any details on the presenting issues:										

General Issues

<input type="checkbox"/> Housing	<input type="checkbox"/> Family dispute/	<input type="checkbox"/> Financial support	<input type="checkbox"/> Other (specify)
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Request for Help Support or Protection

If appropriate, what level of need does this child/young person or family display?

Emerging	Multiple	Complex	Acute
----------	----------	---------	-------

What led to this referral? If possible, please refer to the level of need.

--

What support has been provided to the child/young person or family? How have the level of needs been met?

--

Please state why you think the child/young person has met the threshold for an assessment:

--

Has on Our Family Journey assessment or other assessment been completed?

Y/N		If Yes, please attach the assessment to this referral
-----	--	---

Once you have completed this form the information will be collated and our Multi Agency Team will make a decision about the next step. This decision will be made within 48 hours of receipt of a fully completed form (24 hours if there are Protection concerns) and you will be notified accordingly.

EASTERN OF KNOWLEDGE								
Recognise (Indicators)	Adult: <ul style="list-style-type: none"> Always missing appointments Withdrawn Distressed Partner always with them Evidence of injuries Substance Misuse Child in family: <ul style="list-style-type: none"> Use violence to solve problems Self harm Low self esteem Truancy Poor school performance Withdrawn PTSD symptoms Running away Substance Misuse Bed wetting Temper tantrums Anxious Disobedient 	<ul style="list-style-type: none"> STI Unwanted pregnancy Physical injuries, bruises, bleeding from genital areas Abdominal or breast pain Self destructive behaviour Sleep disturbance or nightmares Acting out Saying they 'have a secret' Inappropriate sexual play Fear of certain people/situations Sexual aggression Unexplained money or gifts Withdrawal Eating issues 	<ul style="list-style-type: none"> Appear anxious, depressed, withdrawn Taken to doctor for examination Self Harm Attempted suicide Acid attack Early/unwanted pregnancy FGM Siblings forced to marriage Running away DV or SV Not allowed to work Persistent absence Poor school/ work performance Prevented from further education Sudden engagement announcements Surveillance by family members Other siblings reported missing Threats to kill/Attempts to kill 	<ul style="list-style-type: none"> Unexplained bruises or marks on the body Incision marks on the body Says she or she will go to hell or is a bad person Does not go to school or does not go to school regularly Has limited freedom of movement Is malnourished or steals food Claims to be fasting for many days at a time Is not taken to hospital when ill Looks sunkempt and uncared for Looks sad, miserable and lonely Does not have any friends or is ignored by other children Radicalisation 	<ul style="list-style-type: none"> Level of family's integration into the UK Daughter or sister of a woman/girl who has been subjected to FGM Girls withdrawn from PSHE Girl makes reference to FGM A female elder from community overseas is visiting Girl talks about 'special procedure' or 'becoming a woman' Girl talks about a long holiday to country or origin (which is a high risk country) Already taken place: Difficulty walking, sitting, standing, long periods of time in bathroom, prolonged absence 	<ul style="list-style-type: none"> Unexplained absence from school Presence of older boyfriend Access to material things they can't afford Substance Misuse Missing for days at a time Sexualised behaviour Secretive Changes in behaviour STI/unwanted or early pregnancy Bruises DV and Family breakdown Poor physical & sexual health Sexual Violence/rape Homelessness 	<ul style="list-style-type: none"> Excessive fear Much older boyfriend Adult is not a legal guardian History of going missing No money but has a mobile False document or entered country illegally Not enrolled at school or with GP Reluctant to provide personal details Response seems coached Adult not a legal guardian but insists staying with child Child never in when you visit Symptoms of abuse 	<ul style="list-style-type: none"> Hyper-intimacy e.g. persistent phone calls, letters or texts Surveillance or pursuit Intimidation, harassment Vandalising property Assault/violence Following Waiting outside home or workplace Perpetrator gathers images/photos of the victims without consent Threats to family, friends, pets, property Unwanted gifts
Risk Assess	1. CAADA-DASH 2. Barnado's DV-RIM 3. WF Thresholds Criteria	1. Early Help Assessment 2. WF Thresholds Criteria 3. Your own agency assessment	1. Early Help Assessment 2. WF Thresholds Criteria 3. Your own agency assessment	1. Early Help Assessment 2. WF Thresholds Criteria 3. Your own agency assessment	1. Early Help Assessment 2. WF Thresholds Criteria 3. Your own agency assessment	1. Early Help Assessment 2. WF Thresholds Criteria 3. LSCB CSE Risk Ass 4. Your own agency assessment	1. Early Help Assessment 2. WF Thresholds Criteria 3. LSCB CSE Risk Ass 4. Your own agency assessment	1. Early Help Assessment 2. WF Thresholds Criteria 3. Your own agency assessment
Respond	<ul style="list-style-type: none"> Police MARAC IDVA MASH DV Helpline 	<ul style="list-style-type: none"> Police ISVA Havens -SARC Rape Crisis MASH 	<ul style="list-style-type: none"> Police MASH Forced Marriage Unit MARAC 	<ul style="list-style-type: none"> Police –Project Violet MASH 	<ul style="list-style-type: none"> Police –Project Azure MASH FGM Helpline MARAC 	<ul style="list-style-type: none"> MASH Police Havens –SARC MASE 	<ul style="list-style-type: none"> MASH Police National Referral Mechanism MASE 	<ul style="list-style-type: none"> Police Stalking Helpline IDVA

APPENDIX 4 WALTHAM FOREST SERVICES

Waltham Forest Services

Waltham Forest Solace Women's Aid (IDSVA)	07340 683 382
Multi Agency Risk Assessment Conference Coordinator	020 3276 0956
Waltham Forest Community Safety Unit	0203 276 0961
Waltham Forest Multi Agency Safeguarding Hub (MASH)	020 8496 2310
Waltham Forest Adult Services	020 8496 3000
Waltham Forest Out-of-Hours for Safeguarding Children & Adults	020 8496 3000
Ashiana Network (South Asian, Turkish & Iranian women)	020 8539 0427
Haven the Survivors Network (historic and current sexual abuse)	020 8520 0755
Kiran Project (women & children from BAMER communities)	020 8558 1986
Stay Safe East (for deaf and disabled victims)	SMS: 07587 134 122
Imece (Turkish, Kurdish and Turkish Cypriot women)	020 7354 1359
The Haven, Sexual Assault Referral Centre (SARC)	020 7247 4787
East London Rape Crisis Centre (Nia)	020 7683 1210
Empower (CSE and gangs)	020 7021 0301
Multi-Agency Sexual Exploitation Meeting (MASE)	07715 901256
East London Out Project (LGBT)	020 8509 3898
RISE Mutual: domestic violence perpetrator programmes	07535 651784
Community Mental Health Services	0300 555 1200
Waltham Forest Citizens Advice Bureau (CAB)	020 8521 5125
Waltham Forest Housing Advice	020 8496 3000
Waltham Forest Lifeline (substance misuse service)	020 3826 9600
722 Young Peoples Services (YPs substance misuse service)	0300 555 1158

Waltham Forest One-Stop-Shop: Every Wednesday 10-12pm, CBHA 7 Saxon Close, Walthamstow E17 8LE

Waltham Forest Therapeutic Marketplace

A range of therapeutic services are available to adults and children to support recovery, empowerment; and independence. Access to services available on the marketplace is brokered by Solace who will spot purchase services dependent on their needs assessment with the service user. Contact Solace: 07340683382.

National/London Services

National DV Helpline	0808 2000 247
Forced Marriage Unit	0207 008 0151
Stalking Helpline	0300 636 0300
FGM Helpline	0800 028 3550
National LGBT DV Helpline Broken Rainbow	0300 999 5428
Galop (LGBT)	020 7704 2040
RESPECT (Perpetrators)	0845 802 4040
Men's Advice Line	0808 801 0327
FORWARD (for FGM)	020 8960 4000
Honour Network Helpline	0800 5999 247
Project Azure (Police) for FGM	0207 161 2888
Rape Crisis	0808 802 9999
Eaves Poppy Project (for trafficked victims)	020 7735 2062
Deaf Hope UK	SMS: 07970 350 366
Ascent Legal Advice Line	02076081137
Project Violet (Police) for Faith based abuse	projectviolet- SCD5@met.police.uk



BUSINESS MANAGER:

Suzanne Elwick
Tel: 020 8496 3683
suzanne.elwick@walthamforest.gov.uk
www.walthamforest.gov.uk/lscb

June 2015

Dear Colleague,

Re: How to escalate professional concerns about a child

I would like to advise you and staff in your organisation who have a child protection responsibility how to take action using the appropriate channels when you believe that your professional opinions have not been acted on appropriately. Please disseminate this advice widely to appropriate staff.

For example, if you have concerns regarding the lack of response to professional opinions and judgements expressed by your staff about safeguarding matters including concerns that social care services are not taking appropriate actions regarding the well-being of a child, or are not responding in a timely fashion to your concerns.

In the first instance please raise any concerns directly with the manager of the allocated social worker. If there is no allocated social worker please speak to the manager of referral and advice as below:

Children Social Care and Education

Team Manager MASH/Referral and Advice	020 8496 2317
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If you feel your concerns have still not been acted on appropriately then please escalate your concerns to the relevant head of service:

Head of Safeguarding and Family Support	020 8496 1907
Deputy Head of Safeguarding and Family Support	020 8496 1375
Head of Children in Care	020 8496 8388
Deputy Head of Children in Care	020 8496 2184
Head of Placement and Resources	020 8496 2136
Deputy Head of Placement and Resources	020 8496 2478
Head of Quality Assurance	020 8496 3685
Deputy Head of Quality Assurance	020 8496 8250

Where you remain concerned following your discussion with the head of service, a senior member of staff in your organisation should then speak to:

Divisional Director of Children and Families	020 8496 3206
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If you remain concerned, the most senior manager in your organisation should speak to the Deputy Chief Executive, Families Directorate:

Deputy Chief Executive, Families Directorate	020 8496 3501
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In the event that your concerns involve children social care in another local authority area, the above staff will contact the relevant staff in that organisation.

It is important that concerns are speedily escalated within the management structure for children's social care until a satisfactory resolution of the concern is secured.

If you have any concerns related to the safeguarding practice of any other agencies, in the first instance please speak to the team manager of the practitioner, and if you remain concerned please contact the following. If you do not receive a satisfactory response please ask for the next appropriate manager to speak to.

Schools

Divisional Director Educational Improvement	020 84963221
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Barts Health at Whipps Cross Hospital

Named Nurse for Safeguarding	020 85356855
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Police

Detective Inspector, Sexual Offences, Exploitation and Child Abuse Command or next stage Detective Chief Inspector	020 82176411/6471
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Community health services, school nursing, health visitors, child and adolescent mental health services

Named Nurse for Safeguarding, NELFT	020 8430827 07738
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Community health Child Protection Doctor

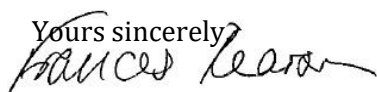
Designated Doctor for Child Protection, NELFT	0208430783 M:077955487
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Waltham Forest Clinical Commissioning Group (WFCCG)

Designated Nurse for Safeguarding, WFCCG	020368821 M:07538798129
Designated Nurse for Looked After Children, WFCCG	020368820 M:07930195306

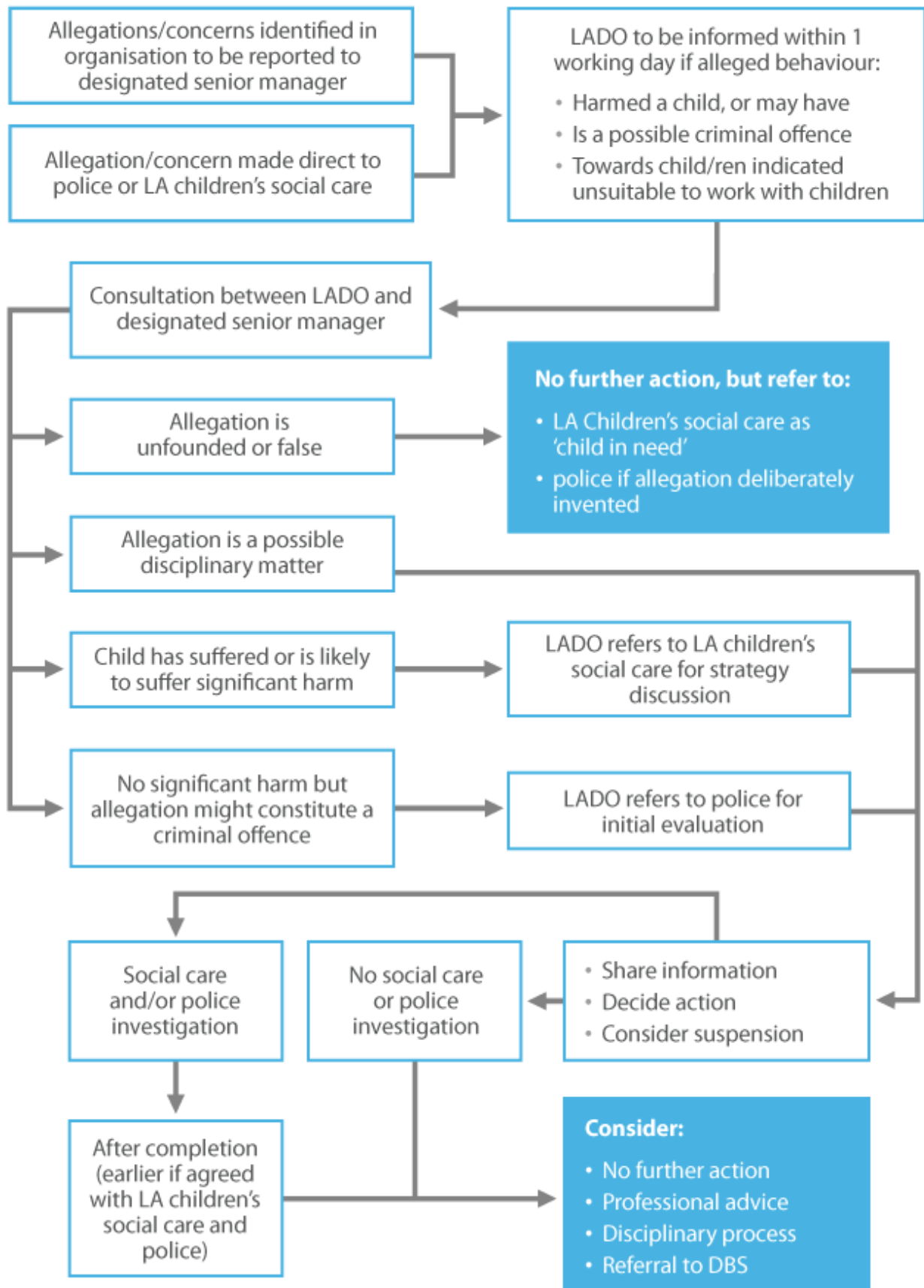
If you have any general enquiries about the contents of this letter, please contact Suzanne Elwick, Waltham Forest Safeguarding Children Board, Business Manager, 020 8496 3683, suzanne.elwick@walthamforest.gov.uk.

Please bring this letter to the attention of all staff.

Yours sincerely


Fran Pearson WFSCB Independent Chair

Child Protection Process



WALTHAM FOREST LADO REFERRAL FORM

FOR THE STATUTORY REPORTING OF ALLEGATIONS AGAINST STAFF & VOLUNTEERS (ASV)

WORKING WITH CHILDREN & YOUNG PEOPLE

By law, organisations / sole traders must complete and email this referral within 24 hours of becoming aware that someone working with children has:

- Behaved in a way that has harmed, or may have harmed, a child/ren (under 18)
- Possibly committed a criminal offence against, or related to, a child/ren (under 18); or
- Behaved towards a child/ren in a way that indicates they are unsuitable to work with children

UPON BECOMING ALERTED TO AN ALLEGATION AGAINST STAFF & VOLUNTEERS (ASV), THE SENIOR OFFICER MUST:

- Support the child(ren) & refer to MASH as required
- Remove the immediate risk
- Treat concerns seriously & follow procedures
- Do not investigate
- Keep an open mind
- Do not notify the member of staff/volunteer
- Make LADO referral

LADO REFERRALS

The employing organisation's senior officer should call the Duty LADO immediately (or within 24 hours) to discuss the next course of action on **0208 496 3646**, complete a LADO referral form, and send it securely to: LADO@walthamforest.gov.uk

- **Safeguarding in Education & LADO Manager** – Gill Nash on 07791 559 789
- **LADO (Disability Lead)** – Donna Parke on 07854 238 759
- **LADO Schools Lead** – Shauna McAllister on 07741 328 010
- **LADO Early Years Lead** – Jennifer Knight on 07866 314 144

Quality Assurance | Sycamore House | Waltham Forest Town Hall Complex | Forest Road | London E17 4JF

Referrer Details – person completing this form

Name	Click here to enter text.	Job Title	Click here to enter text.
Date	Click here to enter text.	Signature	
Organisation	Click here to enter text.	Address	Click here to enter text.
Tel	Click here to enter text.	Email	Click here to enter text.

Adult of Concern – subject of allegation

Name	Click here to enter text.	Gender	Click here to enter text.
Date of Birth	Click here to enter text.	Ethnicity	Click here to enter text.
Telephone	Click here to enter text.	Email	Click here to enter text.
Job Title	Click here to enter text.		
Employer	Click here to enter text.		
Employment status	Click here to enter text.	Location	Click here to enter text.
Home Address	Click here to enter text.		
HR history (previous concerns)	Click here to enter text.		
Previous allegations	Click here to enter text.		
Latest DBS / Blemished? Safer Recruitment followed?	Click here to enter text.		
Date of DBS	Click here to enter text.		
Does the person have children of their own (under 18), or live with children?			

Click here to enter text.

If Yes please, give full details of names and DOBs:

Click here to enter text.

Child/ren Details

Name	Click here to enter text.	Gender	Click here to enter text.
Date of Birth	Click here to enter text.	Ethnicity	Click here to enter text.
Telephone	Click here to enter text.	Email	Click here to enter text.
Home Address	Click here to enter text.		
School / College / Work	Click here to enter text.		

Additional information (e.g. disability, communication or other SEN / previous child protection concerns)

Click here to enter text.

Child's Family Details

Parents / Carers	Click here to enter text.
Relationship	Click here to enter text.
Telephone contact	Click here to enter text.
Email contact	Click here to enter text.

Additional Information (e.g. disability, communication or other SEN / previous child protection concerns)

Click here to enter text.

Details Of Allegation / Concern

Date of Allegation	Click here to enter text.	Time of Allegation	Click here to enter text.	Place of Allegation	Click here to enter text.
Allegation in Personal Life?			Click here to enter text.		
Allegation in Professional Life?			Click here to enter text.		
Record the details of the allegation (using the child/adult's own words where possible)					
Click here to enter text.					
Record nature of allegation – physical abuse, sexual abuse, emotional abuse, neglect:			Click here to enter text.		
Did the incident involve an authorised physical restraint?			Click here to enter text.		
Has the child been spoken to about this incident or concern? Please give details			Click here to enter text.		
Has a parent/carer been informed? If yes, give reason and details			Click here to enter text.		

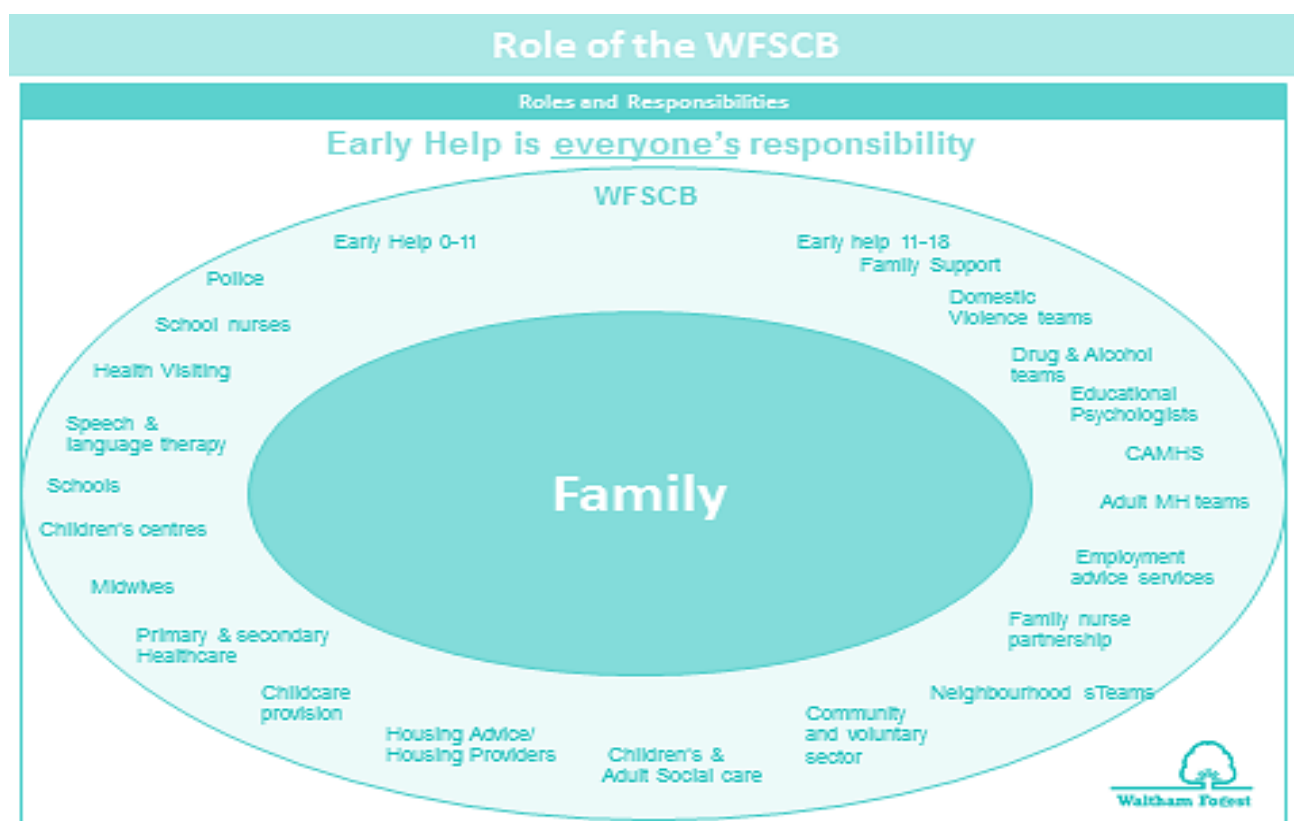
Has the member of staff / volunteer been informed? If yes, please give reason and details	Click here to enter text.
What other actions has your agency/organisation undertaken so far?	Click here to enter text.
Are any other agencies involved?	Click here to enter text.

APPENDIX 7: EARLY HELP

Early Help is everyone's business and practitioners working in universal and targeted services need to be aware of their role in delivering Early Help so that Children and Families receive the right help, at the right time, by the right people, for the right reasons, where they can access it best.

School Practitioners need to assess need using the Early Help Assessment Form and ensure that assessed need is recorded. Assessments carried out with the family provide a better analysis and Plans can be developed with families to help them achieve better outcomes.

Practitioners need to use the process of assessment as a way of engaging with other practitioners who may already be working with the child and their family, or to bring on board new practitioners who would be able to provide support and advice to the family. This work should be coordinated via team around the family meeting, chaired by the lead professional (which may in some circumstances be a member of school staff).



Practitioners can assess further advice and information from the website <http://www.walthamforest.gov.uk/earlyhelp> where a copy of the Early Help Assessment Form can be found. All the information for Early Help is on [The Hub](#) and on the website.

Assessed need is recorded on the actual Early Help Assessment and will be stored centrally by the Early Help Service when submitted to the inbox: EarlyHelp@walthamforest.gov.uk

The Early Help Co-ordinators will assist you with your EHA and convening initial Team around the Family Meetings (TAFs) where a case is complex. In most cases, this will allow for the co-ordination of all appropriate services with an identified Lead Professional for the family.

If you are uncertain who your Early Help Co-ordinator is please send an email to the above address and someone from the team will be in-touch.

It is recognised that for some families to “receive the right help at the right time”, additional support may be needed from the LA’s Early Help service or from Children’s Social Care before an Early Help Assessment has been concluded by using the single request for help and support or protection. The request for Help, Support and Protection form also acts as the first part one of the Early Help Assessment and dovetails with it so that the assessment can be continued by the school practitioner if appropriate, in the future.

There will be varying degrees of consent in some cases i.e. consent to do the EHA but only shared with certain people. Consent should always be discussed with parents and their wishes respected. Communication and engagement with parents is critical to informed consent. It is hoped in the majority of cases parents will see the EHA as something supportive and helpful.

The request for Help, Support and Protection form is available for the website:

<http://www.walthamforest.gov.uk/earlyhelp>

<https://www.walthamforest.gov.uk/pages/servicechild/mash-professionals.aspx#ReferralstoMASH>

Contact MASH

MULTI AGENCY SAFEGUARDING HUB (MASH) – CONTACT:

Phone: 020 8496 2310 (Monday - Thursday 9am-5.15pm and Fri 9am-5pm)

Mob: Tel: 020 8496 3000 (Out of Hours)

Fax: 020 8496 2313

Email: MASHrequests@walthamforest.gov.uk

Waltham Forest Multi Agency Safeguarding Hub

221 Hoe Street, Walthamstow London, E17 9PH

Phone: 020 8496 2310 (Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm)

Mob: 020 8496 3000 (out of hours)

Txt:

Fax: 020 8496 2313

Email: MASHrequests@walthamforest.gov.uk

APPENDIX 8: SAFEGUARDING INCIDENT/CONCERN FORM

Pupil/Child Name	Date of Birth (if not know, please put child's age or year group)
Name and position of individual completing form	
Date of incident/concern	
Context in which the incident/concern arose	
Details of incident. Please include as much information as possible, including who, what, where and when.	
Any other relevant information such as witnesses, or any immediate action taken	
Signature of individual completing this form:	Date and time form completed:
Would you like feedback about your concern? (Yes or No)	
Signature of DSL	Date and Time form received by DSL

PLEASE CONTINUE ON A SEPARATE SHEET IF NECESSARY. ONCE COMPLETE, PLEASE SUBMIT THIS FORM TO THE DSL OR IN HIS ABSENCE THE DEPUTY DSL

APPENDIX 9: SAFEGUARDING TEACHING RESOURCES

The following resources may also help teachers understand and teach about safeguarding:

- DfE advice for schools: [teaching online safety in schools](#);
- UK Council for Internet Safety (UKCIS) guidance: [Education for a connected world](#);
- UKCIS guidance: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#);
- The UKCIS [external visitors guidance](#) will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors;
- [National Crime Agency's⁹ CEOP education programme: Thinkuknow](#); This provides information for the children's workforce and parents and carers on protecting children and young people from online child sexual abuse. Public Health England: Rise Above
- [Harmful online challenges and online hoaxes](#) - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support
- LGFL ['Undressed'](#) provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders
- [Supporting practice in tackling child sexual abuse - CSA Centre](#). Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

⁹ **National Crime Agency's CEOP Safety Centre:** The CEOP Safety Centre aims to keep children and young people safe from online sexual abuse. Online sexual abuse can be reported on their website and a report made to one of its Child Protection Advisors.

Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998¹⁰, the Equality Act 2010¹¹, (including the Public Sector Equality Duty¹²), and their local multi-agency safeguarding arrangements.

The Human Rights Act 1998

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,¹³ 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 Human Rights | Equality and Human Rights Commission (equalityhumanrights.com).

Equality Act 2010

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

According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils 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

¹⁰ Human Rights Act 1998 (legislation.gov.uk)

¹¹ Equality Act 2010 Advice for schools

¹² The Public Sector Equality Duty is a legal requirement for schools and colleges that are public bodies. Public Sector Equality Duty (advice for schools)

¹³ As a matter of law, Article 14 only applies where the act complained of falls within the ambit of another Convention right, but in this context it should always be assumed that either through Article 8 or Article 2 of Protocol 1, or both, Article 14 will be engaged.

are supporting their pupils 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 pupils 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: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/equality-act-2010-advice-for-schools). For further information [Equality Act guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com/equality-act-guidance/).

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, advice on this – including on specific duties, is set out in the advice linked in above paragraph. 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 pupils 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 [Technical Guidance on the Public Sector Equality Duty: England | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://equalityhumanrights.com/technical-guidance-on-the-public-sector-equality-duty-england/).

The designated safeguarding lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that: If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The designated safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned before questioned about an offence, or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>
