



Woodford Green Primary School

**Safeguarding and
Child Protection
Policy
(including Early Years)
2016/17**

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Woodford Green Primary School Aims

At Woodford Green Primary School, we aim to provide a safe, caring and stimulating environment, which offers opportunities:

- For everyone within the school to reach their full potential and develop self-worth, self-confidence, the ability to take responsibility for their own individual actions and resilience.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- To encourage and develop a respect and understanding for others.
- To develop all partnerships, small and large, from the individual parent to the wider community and beyond to support children's learning.
- To give children access to a broad and balanced creative curriculum to attain the highest possible standards in relation to prior attainment through assessment and learning.

Equal opportunities

At Woodford Green Primary School we believe that every child is entitled to equal access to a broad and balanced engaging curriculum, regardless of race, gender, class or disability. We positively celebrate diversity and difference.

Inclusion

- We are committed to promoting a learning and teaching environment for all that embeds the values of inclusive educational practices.
- We aim, through a child-centred approach, to ensure that education is accessible and relevant to all our learners, to respect each other and to celebrate diversity and difference.

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Safeguarding Policy 2016/2017

School Woodford Green Primary School

Head Teacher PJ Prince

Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	Chair of Governors
2016/17	PJ Prince	Charlotte Linden	Claire Keefe	Candice Dwight

Named personnel with designated responsibility regarding allegations against staff

Academic year	Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
2016/17	PJ Prince	Charlotte Linden	Candice Dwight	Claire Keefe

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

Review Date	Changes made/Details of action plan	Due Date	By Whom
Spring Term 17	Safeguarding Report Link Governor	Jan 17	CK
Spring Term 17	Safeguarding Policy Reviewed & updated	Jan 17	GB/PJ/JA
Spring Term 17	Safeguarding Action Plan	Spring 17	PJ/JA/KJ

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

Date	Training	Staff
05/03/ 2015 & 20/2/2017	Safeguarding for designated leads	PJ Prince
01/02/ 2017	Safer Recruitment	PJ Prince
03/09/2013	First Aid Whole School (3 Paediatric)	All Staff
1/2/2016	Child Protection	All Staff

May 2016	SCR training for designated staff & safer recruitment training	Claire Keefe
17/06/ 2016	Prevent Training	All Staff
July 2016	Designated Safeguarding Lead Training	Claire Keefe
October 2016	Child Protection Training,	Claire Keefe
01/02/2017	Safer Recruitment	Candice Dwight
15/06/17	Designated Safeguarding Lead Training	Charlotte Linden

INTRODUCTION

This policy is in line with the Statutory Framework for the [Early Years Foundation Stage \(EYFS\) \(2017\)](#), [Working Together to Safeguard Children \(2015\)](#) and the [London Child Protection Procedures \(Sept 2016\)](#). [Keeping Children Safe in Education \(2016\)](#), [Working Together to Safeguard Children \(2015\)](#), ['What to do if You are Worried a Child is Being Abused' 2015](#) and [WF Early Help and Threshold Criteria for Intervention](#)

The Teacher Standards 2013 state that Teachers must safeguard and promote the welfare of children, and provide a safe learning environment. To do this effectively, teachers must implement clear policies and procedures, know, and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.

This policy applies to all adults, including volunteers, working in or on behalf of the school setting.

Everyone working in or for our school setting service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and develop in our school setting, and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school nursery setting

SCHOOL COMMITMENT

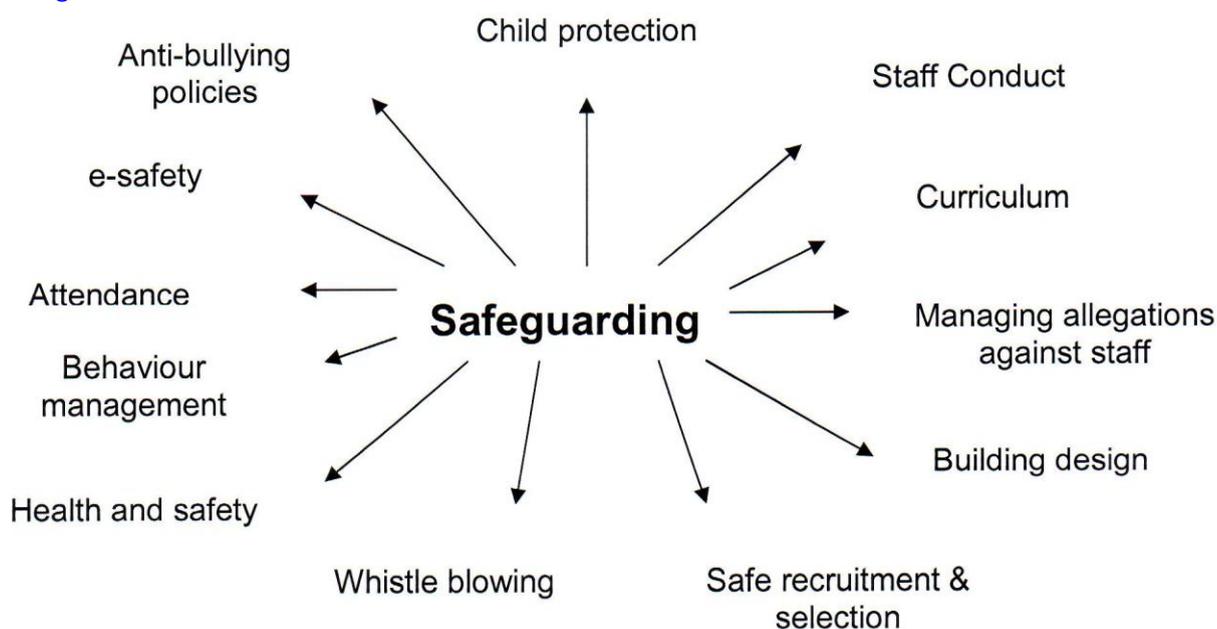
Woodford Green Primary School is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance.

We recognise that:

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

This policy will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request.

There will be an annual safeguarding audit questionnaire of safeguarding policy and practice (carried out under section 175 of the Education Act 2002). See [Appendix 1 – Schools Safeguarding Audit Questionnaire](#).



PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection

- The school pays full regard to the statutory guidance for settings; [Keeping Child Safe in Education \(2016\)](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service](#) (DBS).

See Appendix 2 – Flow chart of Disclosure and Barring Services criminal record checks and barred list checks

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2016) together with the LSCB and the school's Staff Recruitment policy and procedures.

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explain any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

The school will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the setting's Child Protection Policy, Staff Code of Conduct and School Handbook and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the Child Protection Policy and Staff Code of Conduct.

All relevant staff involved in the school are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

The school maintains a Single Central Record of recruitment checks undertaken.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2016) part three.

Volunteers

Volunteers, including trustees will undergo checks commensurate with their work in the setting and contact with children attending the school. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

In line with statutory changes, underpinned by regulations, the following will apply:

- DBS and barred list checks will be undertaken for all posts that are deemed regulated activity, and for all other posts an enhanced DBS check will be undertaken unless they are supervised roles that are deemed not to meet the definition of regulated activity;
- This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA)
- Staff responsible for recruiting and appointing must be suitably qualified.

PJ Prince (Headteacher) (1/2/2017)

Charlotte Linden (Deputy Headteacher)

Candice Dwight (Chair of Governors) (1/2/2017)

Claire Keefe (Governor for Safeguarding)

Safe Practice

Our setting will comply with the current guidance for Safer Working Practice for Adults who work with Children and Young People which is found in Keeping Children Safe in Education and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

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

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

Helping children to keep themselves safe

Children are taught to understand safety and manage risk through embedding the prime areas of personal, social, and emotional development and communication in all aspects of our care. Our approach is designed to help children to think about safety and with the support of staff work out how to keep themselves safe. Discussions about safety are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner, as well as develop a language to share concerns. Children are also reminded regularly of how to keep themselves safe from relevant risks such as abuse and extremism, including when using the internet and social media

Through curriculum opportunities, children are helped to talk about their feelings to deal with assertively with pressures and know whom they can turn to for advice and help.

All children know that we have a designated safeguarding lead with responsibility for safeguarding and know who this is.

Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school

will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Child Protection Policy is available on the school website.

Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Waltham Forest Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School Training and Staff Induction

The school's designated safeguarding lead and or governor/committee member with designated responsibility for safeguarding will undertake child protection training for designated safeguarding leads and refresher training at two yearly intervals.

All other staff, including non teaching staff will undertake appropriate induction training or safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which is kept up to date by refreshing training at two yearly intervals.

All staff (including temporary staff volunteers, supervised volunteers and staff employed by contractors) are provided with the school's Safeguarding Policy and informed of the school's safeguarding arrangements on induction.

Support, Advice and Guidance for Staff

Staff will be supported by *PJ Prince, the Designated Safeguard Lead (DSL) and Charlotte Linden their deputy*. The DSL will be supported Claire Keefe.

The DSL will know how to access the on-line London Child Protection Procedures. If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Waltham Forest Multi Agency Safeguarding Hub (MASH) Team/Children's Referral and Advice Team based at Juniper House.

(See Appendix 3 – Key Contacts for Child Protection Issues in Waltham Forest)

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'.

Safeguarding Children and Safer Recruitment in Education (2007)

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, 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 should be reported and will be managed through our anti-bullying procedures. The subject of bullying is addressed at regular intervals in the Social, Moral, Spiritual and Cultural (SMSC) curriculum.

Online Safety

The school recognises that children will use mobile phones and computers. They are a source of fun, entertainment, communication and education. Young children increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, web cam photography or face-to-face meetings. Children may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school has an Internet, Online Safety and Social Media Policy that is known to all staff and pupils.

The school's Internet, Online Safety and Social Media Policy can be found on the school website and explains how we try to keep children safe in school and protect and educate children in the safe use of technology.

Many children either 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.

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 website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- Have a policy regarding staff use of mobile phones within the workplace

Children Missing from School and Education

Attendance, absence and exclusions are closely monitored. A child with an unexplained absence from the setting may be a potential indicator of abuse and neglect. The DSL will monitor unexplained/unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

The school follows the 'Safeguarding Children Missing from School' section of the London Child Protection Procedures and will refer all cases of concern to the Education Welfare Officer (EWO) and Children's Social Care.

Where parents inform our school that they wish to 'home educate' their child, our school will inform the EWO who will implement the 'Children Educated Other than at School' procedure.

In Waltham Forest, the Social Inclusion Service within Education is responsible for the delivery of CME (Children Missing from Education) duties defined by the Education Act Amendments.

After School/Holiday Schemes, Breakfast club providers

Where After School Clubs, Holiday Schemes, Breakfast Clubs are used in school, these schemes must ensure they have their own safeguarding policy and procedures. If other organisations provide services or activities on your site, you must check that they have appropriate procedures in place, including safer recruitment procedures.

Confidentiality

The school will operate with regard to “Information Sharing: Practitioner’s guide” HM Government 2015 and have a clear and explicit confidentiality policy.

“Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child’s safety and welfare must be the overriding consideration. “

The school policy should indicate:

- a) When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm
- b) When the pupil’s and/or parent’s confidentiality must not be breached
- c) That information is shared on a need to know basis

Pupil Information

The School’s record-keeping policy for child welfare and child protection is consistent with DCSF guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those, which affect any person’s access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a child protection or care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information.

All child protection documents will be retained in a ‘Child Protection’ file, separate from the child’s main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be locked away and only accessible to the head teacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked ‘Child Protection, Confidential, for attention of Designated Person Child Protection. Original copies will be retained according to school policy on retention of records.

Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a Safeguarding Policy and procedures in place that are in accordance with Local Authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school follows the London Child Protection procedures for dealing with allegations of abuse against staff and volunteers
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- they have a named governor lead for safeguarding;
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed Whistle Blowing Policy (Appendix 4);
- They have completed the Safer Recruitment training (on-line);
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- Appoint a deputy senior manager to deal with allegations against staff in the absence of the head teacher

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

Referrals

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

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral;
- Have knowledge of the Escalation Policy (Appendix 7), the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's Safeguarding Policy;
- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the Safeguarding Policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents are made aware of the Safeguarding Policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main pupil file.

All staff and volunteers will:

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

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults, another child, children or young people. **There are four categories of abuse; physical abuse, emotional abuse, sexual abuse and neglect.**

Child protection procedures

Recognising abuse

To ensure that our children are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

Four categories of abuse:

Physical Abuse

Physical abuse is 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. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of

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

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, 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.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Keeping Children Safe in Education 2016*.

Children who may be particularly vulnerable

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

To ensure that all of our children receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations

- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. 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 FGM, or already having suffered FGM.

FGM refers to procedures of any alteration involving partial or total removal of the external female genital organs. The procedure may lead to short term and long-lasting harmful consequences such as death, trauma, infections, flashbacks, infertility, kidney problems, sexual dysfunctions, incontinence, post-traumatic stress disorder etc. It is known to be practised in the North African countries, the Middle-East, Indonesia, Malaysia, India and Pakistan. However, with migration worldwide it is also practised in the UK, the USA, Canada, Australia etc.

One of the prominent reasons for the practice is to suppress women's sexual desire. There is a social pressure on women to undergo the procedure otherwise they may be segregated by their peers, or labelled "unclean". Furthermore, FGM is often a requirement for getting married in practicing communities. FGM is not a religious practice.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM.

FGM often takes place in the summer holidays, as the recovery period after FGM can be 6 to 9 weeks. Professionals should be mindful of at risk times when children go on long holidays and/or are getting a visit by female elder from their country of origin. Additionally, girls are considered at risk where their mother or sisters have undergone FGM, and girls are talking about a 'special' event or procedure to 'become a woman.'

The post FGM symptoms include, but are not limited to, difficulty in walking, sitting or standing, spending longer than normal in the bathroom or toilet, unusual behaviour after a lengthy absence, reluctance to undergo normal medical examinations, and asking for help but not be explicit about the problem due to embarrassment or fear. They can sometimes ask about their friend's problem rather than their problem. **Professionals should raise an alert to child social care via the MASH if they have any FGM concerns.**

Further information on warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#).

Actions

The United Nations addresses FGM as violation of human rights. In the UK, FGM is a criminal offence and a harmful form of child abuse. It is illegal to practice in the UK and/or anyone involved in taking girl outside of the UK to have FGM carried out will be punished under the [FGM Act 2003](#) and [Serious Crime Act 2015](#). LBWF follows a comprehensive approach comprising prevention, punishment, enforcement, support and protection measures to safeguard young girls from FGM.

Mandatory Reporting Duty

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gave the Government powers to issue statutory guidance on FGM to relevant persons. The [draft statutory guidance](#) draws on the existing FGM multi-agency practice guidelines and has been updated to capture legal changes resulting from provisions in the Serious Crime Act 2015, new guidance for health professionals, new sources of data on FGM and wider safeguarding responsibilities, duties and resources for professionals. It also includes guidance on the new mandatory reporting, which came into effect on 31st October 2015.

The guidance provides professionals with the information they need to help them understand the issues around FGM; professionals' responsibilities on FGM linked to wider safeguarding duties and good practice; the range of legal interventions to deal with FGM; guidelines for key professionals including police, healthcare professionals, children's social care and schools and colleges, and working with communities to prevent FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers¹, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining children – it is likely that discovery will be made by disclosure by the student, parent or otherwise. These cases **must be referred to police** (via the local CAIT team or by calling 101). **Immediate reporting is required if FGM has been performed recently, and in historical cases, reporting must take place within one month.**

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate. While the duty is limited to the specified professionals described above, non-regulated practitioners also have a responsibility to take appropriate safeguarding action in relation to any identified or suspected case of FGM, in line with wider safeguarding frameworks. If staff have a concern they should activate local safeguarding procedures

¹“teacher” means—

(a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England);

(b) in relation to Wales, a person who falls within a category listed in the table in paragraph 1 of Schedule 2 to the Education (Wales) Act 2014 (anaw 5) (categories of registration for purposes of Part 2 of that Act) or any other person employed or engaged as a teacher at a school (within the meaning of the Education Act 1996) in Wales.

via the MASH, using existing national and local protocols for multi-agency liaison with police and children's social care.

Settings can also:

- Circulate and display materials about FGM
- Display relevant information (for example, details of the NSPCC's Helpline and appropriate black and minority ethnic women's groups)
- Inform colleagues/raise awareness of the issues around FGM – as well as including appropriate training in continuing professional development

Reference and further information

- [Keeping children safe in education, DfE](#) (see pages 14-15)
- [Multi-agency practice guidelines: FGM, Home Office, DfE](#) (see pages 8, 16, 17 and 42)
- <http://www.londonscb.gov.uk/fgm/>

Free online training from the Home Office

<https://www.fgmelearning.co.uk/>

For support around training around FGM for teachers and students, please contact:

Hibo Wardere
FGM Mediator

Tel: 020 8496 6952

Hibo.Wardere@walthamforest.gov.uk

PREVENT

We are fully aware and committed to the on-going protection and safety of our children, staff and wider community in accordance with DfE guidance '*Working together to Safeguard Children*' (2015) and '*Keeping Children Safe in Education*' (2016). An integral part of that work relates to the governments PREVENT strategy and the duties it places on education settings.

We are committed to providing a secure environment, where children feel safe and are kept safe. All adults in our setting recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. Staff will be alert to issues including:

- Disclosures by children of their exposure to the extremist actions, views or materials of others outside of the setting, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Children accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance

- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

By continually developing our leadership and accountability practices, staff training opportunities referral systems and management of those referrals, we strive to demonstrate a pro-active and diligent approach to this aspect of our responsibilities as educators and safe-guarders.

Aligned with a consistent delivery of a broad and balanced curriculum which promotes British Values, we strive to protect our students - and the wider community - against the threats of extremism, through the promotion of both fundamental values and cohesion amongst our communities.

We also recognise that further information and support is available from the Multi-Agency Safeguarding Hub (0208 496 2310) and the Local Authority's Community Safety Team (0208 496 3000) and the PREVENT Education Officer/Citizenship and Cohesion Advisor for WF Sean.thomson@wathamforest.gov.uk 0208 496 3447.

The self-assessment framework referenced in this policy can also be found on the Waltham Forest Education Network **The Hub**.

When is Child Abuse linked to faith and belief?

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

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

The forms the abuse can take include;

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

Where does it take place?

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.

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

- **Belief in evil spirits:** this is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies widely, but includes through food that they have been given or through spirits that have flown around them;
- **Scapegoating** because of a difference: it may be that the child is being looked after by adults who are not their parents (i.e. privately fostered), and who do not have the same affection for the child as their own children;
- **Rationalising misfortune** by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability; Disabilities involved in documented cases included learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness;
- **Changes and / or complexity in family structure or dynamics:** there is research evidence (see Stobart, Child Abuse linked to Accusations of Spirit Possession - see related links) that children become more vulnerable to accusations of spirit possession following a change in family structure (e.g. a parent or carer having a new partner or transient or several partners). The family structure also tended to be complex so that exact relationships to the child were not immediately apparent. This may mean the child is living with extended family or in a private fostering arrangement (see Children Living Away from Home Procedure, Private Fostering - see related link). In some cases, this may even take on a form of servitude;
- **Change of family circumstances for the worse:** a spiritual explanation is sought in order to rationalise misfortune and the child is identified as the source of the problem because they have become possessed by evil spirits. Research evidence is that the family's disillusionment very often had its roots in negative experiences of migration:
in the vast majority of identified cases in the UK to date, the families were first or second generation migrants suffering from isolation from extended family, a sense of not belonging or feeling threatened or misunderstood. These families can also have significantly unfulfilled expectations of quality of life in the UK;
- **Parental difficulties:** a parent's mental ill health appears to be attributed to a child being possessed in a significant minority of cases. Illnesses typically involved include post-traumatic stress disorder, depression and schizophrenia.

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

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

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

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

For example;

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

Private fostering arrangements

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.

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

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

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must [notify children's services](#) as soon as possible.

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

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

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

- see the abuse
- hear it from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse.

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

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff should follow the DfE guidance: Keeping Children Safe in Education 2016 and the Statutory Framework for the Early Years Foundation Stage (2014) – Section 3: The Safeguarding and Welfare Requirements.

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for safeguarding (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

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

If you are concerned about a pupil's welfare

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

Practitioners should use the Cause for Concern Form to record these early concerns. If the child does begin to reveal that they are being harmed, practitioners should follow the advice below. Following an initial conversation with the child, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

Responding to Disclosure and Allegations

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

Principles

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information
- Make a written record of what the child has said using the Record Form (Appendix 6)
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

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

Key points for staff to remember for taking action are:

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

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

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

- **Timeliness of allocations following screening decisions**

Following any information raising concern, the senior designated person will:

- Consider the child's wishes and feelings, but not promise confidentiality
- Consider any urgent medical needs of the child and consider contact with emergency services
- Make an immediate Request for Help, Support and Protection to Waltham Forest MASH Team if there has been a disclosure an/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
- Use the [Ofsted online notification system](#) if the harm happened at the setting no later than 14 days after the allegation
- Review Action when a child has suffered or is likely to suffer harm (Appendix 6) and Early help and threshold criteria for intervention
- Consult with a member of Waltham Forest MASH Team at Juniper House if they are uncertain whether or not a referral is required

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

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
 - Contact the designated officer for safeguarding in another agency if that agency is working with the family
- OR**
- Not to make a referral at this stage, but retain the information in written notes on the child's school file
 - If further monitoring is necessary and agree who and how this will be undertaken
 - If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care for children living in Waltham Forest needs to be completed using the [Request for Help, Support and Protection \(Appendix 10\)](#)

Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker
- Contribute to the Strategy Discussion and Strategy meeting
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference
- Share the content of this report with the parent, prior to the meeting

- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need meeting for any child subject to a Child in Need Plan
- Where a child on a child protection plan moves from the school Nursery setting or goes missing, immediately inform the key worker in Social Care

Dealing with Disagreement and Escalation of Concerns

The designated senior person or other appropriate member of staff will:

- Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
- Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- Use the [Escalation Policy \(Appendix 7\)](#) if this does not resolve the concern

Supporting the Child and working in Partnership with Parents

- We will provide a secure, caring, supportive and protective relationship for the child
- The school nursery setting recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

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.

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 child/family meetings, chaired by the lead professional.

Role of the WFSCB



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 setting’s 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)

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)

Tel: 020 8496 3000 (out of hours)

Txt:

Fax: 020 8496 2313

Email: MASHrequests@walthamforest.gov.uk

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the setting will provide support and a named contact for the member of staff.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2016)*. Staff, parents, owners and trustees are reminded that publication of material that may lead to the identification of a staff member who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the setting, or historical allegations will

be reported to the police.

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child;
- b. Possibly committed a criminal offence against or related to a child or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to the [London Child Protection Procedures – Chapter 7: Allegations against staff or volunteers, who work with children](#))

We will apply the same principles as in the rest of this document and we will always follow the procedures outlined in the London Child Protection Procedures for managing allegations against people who work with children. This includes allegations against staff in their personal lives.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

Initial Response to an allegation or concern:

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind
- Make a written record of the information using the Record Form in Appendix 6, including the time, date and place of incident/s, persons present and what was said and sign and date this
- Immediately report the matter to the DSL or deputy in their absence or where the DSL is the subject of the allegation

Initial Action by the Designated Safeguarding Lead (The DSL will normally be the Head Teacher). If the DSL is the subject of the allegation, then the Chair of Governors will take the following action.

- Obtain written details of the concern or allegation but do not investigate or interview child, adult or witnesses
- Contact the LADO within 24 hours or Children's Social Care after hours service if they cannot be reached
- Discuss with the LADO next steps using the [London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff \(Appendix 8\)](#)
- Inform the Chair of Trustees/Owner of the allegation
- Use the [Ofsted online notification system](#) no later than 14 days after the allegation

Subsequent Action by the Designated Safeguarding Lead

- Conduct a disciplinary investigation, if an allegation indicates the need for this
- Contribute to the child protection process by attending strategy meetings
- Maintain contact with the LADO

- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made

Children who harm others

Our School recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant.

Children who harm others will pose a risk to other children in the school, home and community and risk management strategies will need to be put in place.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied.

This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm to themselves

Referrals

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 of the victim(s) and perpetrator(s).

Our school will be mindful of the sections in the London Child Protection Procedures concerning "Harming Others" and "Sexually Active Children" and work closely with social care, the police and other agencies following the investigation of a referral.

Harmful Sexual Behaviour

If a setting has concerns about a child or young person exhibiting sexualised or harmful sexual behaviour they should consider a referral to the MASH and should compile a chronology of relevant incidents to support pattern mapping. This will then inform the plan both for the child that *has* harmed and the child that *has been* harmed. Throughout the process it is desirable that parents are engaged and informed.

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Our setting will be mindful of the sections in the London Child Protection Procedures concerning "Harming Others" and "Sexually Active Children" and work closely with social care, the police and other agencies following the investigation of a referral.

