



Leytonstone School

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Safeguarding Children Policy

Reviewed by: Subreena Kazmi (Designated Child Protection Lead)

Next Review: July 2019

HOD = Head of Department

HOY = Head of Year

SLT = Senior Leadership Team

DCPL = Designated Child Protection Lead

DCPO= Designated Child Protection Officer

EWO = Education Welfare Officer

Leytonstone School	
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Waltham Forest Local Safeguarding Children's Board	https://www.walthamforest.gov.uk/content/waltham-forest-safeguarding-children-board-wfscb

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1. Policy on Child Protection

1.1. Principle

Leytonstone School fully recognises its responsibilities towards child protection and safeguarding children and that we have an active role in protecting our students from harm and promoting their welfare. We recognise that we may be the only stable, secure and predictable element in the lives of children at risk, and so we will endeavour to maintain an environment where students can feel secure, are encouraged to talk and are listened to. We aim to ensure that students can be supported through a school-wide ethos that promotes a positive, collaborative and secure environment valuing students' individuality and right to achieve and progress.

Practitioners who work with children in this school will read this policy within the framework of the following guidance and legislation:

- Keeping children safe in education: statutory guidance for schools and colleges (2016)
- Working Together to Safeguard Children (2015) statutory guidance
- London Child Protection Procedures, 5th Edn.(2016)
- Information Sharing (2015)
- What to do if you're worried a child is being abused (2016)
- Children Act 1989
- Children Act 2004
- Education Act 2011
- Children and Families Act 2014

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at this school. Our policy applies to all staff, paid and unpaid, working in the school including governors. It is consistent with the local safeguarding children's board (LSCB) procedures.

1.2 Responsibility for Safeguarding

The ultimate responsibility for safeguarding lies with the Governing Body. This responsibility is delegated to the Safeguarding Team; however we recognise that, because of their day-to-day contact with children and their direct work with families, school staff are well placed to observe the outward signs of abuse. All staff (including, but not exclusive to, teaching assistants, support staff, teachers and volunteers) in school have a crucial role to play in noticing indicators of possible abuse or neglect at an early stage and can be the first point of disclosure for a child.

Concerned parents/carers may also contact the school and its governors.

1.3 Purpose of policy

- To ensure clarity of whole school systems and procedures to support and monitor students who have a Child Protection Plan.
- To ensure clarity of whole school systems and procedures to support identified students who are causing concern.
- To ensure all staff and volunteers (including temporary and supply) understand their responsibilities in relation to child protection so that we can provide a safe and secure environment for our students.
- To support provision of a broad and balanced curriculum so that children can continue to learn and develop academically, socially, behaviourally and emotionally.

1.4 Evaluation

- The designated senior leaders and the Child Protection Officer will work with the designated governor (Debbie Connolly) and Governing Body to ensure the school's safeguarding policy and procedures are reviewed and updated regularly.
- The designated senior leaders will report annually to the governing body on the number of referrals. This is in the annual Safeguarding report.
- Trends in child protection referrals and concerns will be reported by the designated senior leaders and the Child Protection Officer to the Head Teacher on a regular basis.
- Outcomes and evaluations from safeguarding training sessions will inform termly updates of the school's programme of Continuous Professional Development.

1.5 Links with other policies

- Leytonstone School Shared Values
- Behaviour policy
- Anti-bullying Policy
- SEN Policy
- Health and safety Policy
- Trips and Visits Policy
- Internet Safety Policy
- Managing Allegations Against Staff and Volunteers Policy
- Sex and Relationships Education Policy
- Whistle Blowing Policy

1.6 Underpinning principles of operation for the School

In accordance with the foregoing, the school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that designated senior leaders and a governor are responsible for child protection and that they receive appropriate training and support for the role. The senior leaders are Subreena Kazmi and Grainne Smyth (Head Teacher - responsible for allegations involving staff) and Joanne Letson (Assistant Headteacher). Brenda Thomas is the school's Child Protection Officer. Debbie Connolly is the governor responsible for child protection and safeguarding.
- Ensure every member of staff (including temporary and supply staff and volunteers) and every member of the governing body know the name of the designated child protection lead responsible for child protection and their role.
- Ensure that all staff receive requisite training annually, to support awareness of indicators of different forms of abuse and how to respond appropriately to students who make allegations of abuse.
- Refresh staff understanding and knowledge of Safeguarding protocol, policy and procedure at the beginning of every academic year.
- Refer cases of suspected abuse to MASH.
- Follow up referrals to ensure that the referral is being dealt with appropriately and in a timely fashion.

- Attend and take part in core groups and conferences as and when required.
- Develop effective partnerships with relevant agencies and co-operate as required with all enquiries regarding child protection.
- Pass on to agencies any subsequent information relevant to the referral as and when this becomes available.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Keep secure, confidential and accurate records of students who have a child protection plan and of referrals made, separate from the main student file.
- Recognise and ensure that all matters relating to child protection remain confidential.
- Ensure that the whole school employs methods of sharing information in relation to Safeguarding matters which respect at all times the confidential and sensitive nature of that information.
- Recognise that decisions in relation to sharing Safeguarding information affecting individual children are the responsibility of Subreena Kazmi, Brenda Thomas, Grainne Smyth and Joanne Letson.
- Ensure that children, parents and carers have an understanding of the responsibility placed on the school for child protection by setting out its obligations on the school's website and making sure all are aware of whom they can approach in the school if they are worried.
- Investigate allegations made against any member of staff or volunteer (see whistle-blowing policy, policy on managing allegations against staff and volunteers, WFSCB guidance, school disciplinary procedures)
- Report any allegation made against the Head Teacher to the local authority (such reports should be made by the Chair of Governors).
- Ensure that staff are able to raise concerns about poor or unsafe practices in relation to child protection and that these are addressed effectively.
- Ensure safer recruitment practices are always followed (see Keeping Children Safe in Education 2016).
- Ensure that DBS processes are applied consistently and that secure records are kept that are consistent with the provision of the Data Protection Act 1998.
- Include in the curriculum, opportunities which will equip students with the skills they need to recognise abuse, stay safe and adopt safe practices.
- Draft and maintain a written protocol with the main contractor involved with construction work at Leytonstone School to ensure compliance with Safeguarding requirements.

2. Terminology

2.1 Significant Harm

This concept was introduced by the Children's Act 1989 as the threshold for intervention in family life for the protection of children. There are no absolute criteria on which to rely.

It is necessary to consider:

- The severity of ill treatment
- The degree and extent of physical and emotional harm
- The duration and frequency of abuse and neglect
- The extent of pre-meditation and the degree of threat and coercion

2.2 Categories of Abuse

- Physical
- Sexual
- Emotional
- Neglect

2.2.1 Physical Abuse

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

May involve:

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating
- Otherwise causing physical harm to a child

Indicators include:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment, which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

2.2.2 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include involving children in looking at, or in the production of, pornographic material, or encouraging children to behave in sexually inappropriate ways.

May involve:

- Forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware that such acts are inappropriate.
- Physical contact, including penetrative and non-penetrative acts;
- Non-physical contact, e.g. looking at or involvement in making pornographic material, watching sexual activity including sexual images, encouraging children to behave in sexually inappropriate ways.

Indicators include:

- Sudden changes in behaviour or school performance

- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need reassurance
- Tendency to cry easily
- Regression to younger behaviour such as thumb sucking, acting like a baby
- Complaints of genital itching or pain
- Distrust of a familiar adult or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy
- Wetting day or night
- Sleep disturbance or nightmares
- Chronic illness, especially throat infection or venereal disease
- Anorexia or bulimia
- Unexplained pregnancy
- Fear of undressing e.g. for sport
- Phobias or panic attacks

Not all sexually abused children will show clear signs of disturbance. Some will be model students displaying none of the characteristic signs of sexual abuse.

2.2.3 Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child causing severe and persistent adverse effects on the child's emotional development, often by making them feel they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person, age or developmentally inappropriate expectations being imposed on children, causing children to feel frightened, or in the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may also occur alone.

May involve:

- Conveying to children they are worthless or unloved, inadequate, or not valued
- Age or developmentally inappropriate expectations.
- Causing children frequently to feel frightened or in danger.
- Exploitation or corruption.

Indicators include:

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Over reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging
- Social isolation
- Desperate attention-seeking behaviour
- Depression, withdrawal
- Air of detachment ('don't care' attitude)

2.2.4 Neglect

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.

May involve:

- Failing to provide adequate food, shelter and clothing.
- Failing to protect a child from physical harm or danger.
- Failing to ensure access to appropriate medical care or treatment.
- Neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators include:

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or poor attendance
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour
- Poor or no social relationships
- Running away
- Compulsive stealing or scavenging

Poverty and neglect are totally different - they are not equivalent states.

2.2.5 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is a collective term for procedures which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on new-born infants or on young women before marriage or pregnancy.

Raising awareness of FGM is considered in the context of the school's curriculum and from 2014 onwards it has been included in the curriculum for Year 9 students. It is also a matter that Leytonstone School had included in its school's Safeguarding Children Policy in light of the need to raise awareness amongst staff and to ensure appropriate staff training is provided for key Child Protection staff. The Child Protection Officer will seek to access appropriate training and will raise awareness of the possible indicators of potential or actual FGM amongst other staff. It is a mandatory duty for staff to report any disclosures of FGM to the police.

Indicators include:

- Children talking openly about FGM
- A girl confiding that she has had a "special procedure" or has attended a ceremony to "become a woman"
- Parents stating that they need to take a child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- A girl having difficulty walking, sitting or standing
- A girl spending longer than normal periods in the lavatory
- A girl complaining of menstrual or bladder problems

- Prolonged absences from school or change in behaviour after a prolonged absence from school.
- A girl being reluctant to undergo normal medical examinations
- A girl talking about discomfort or pain between her legs

2.2.6 Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Other indicators can include:

- Going missing for periods of time.
- Appearing with unexplained gifts or new possessions.
- Associating with other young people involved in exploitation.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Mood swings or changes in emotional wellbeing.
- Drug and alcohol misuse.
- Displaying inappropriate sexualised behaviour.

2.2.7 Prevent

‘Prevent’ is part of the Government’s counter-terrorism strategy to stop people becoming terrorists or supporting terrorism. It seeks to

- Respond to the ideological challenge of terrorism and aspects of extremism, and the threat faced from those who promote these views.
- Provide practical help to prevent people from being drawn into terrorism and ensure they are given appropriate advice and support.
- Work with a wide range of sectors where there are risks of radicalisation which need to be addressed, including education, criminal justice, faith, charities, the internet and health.

All schools are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of students and prepares them for the opportunities, responsibilities and experiences of life. Publicly funded schools are required to promote community cohesion, a duty first introduced through the Education and Inspections Act 2006.

Protecting children from extremist and violent views

The Department of Education (DfE) notes that schools can help to protect children from extremist and violent views in the same ways that they help to safeguard children from drugs, gangs and alcohol. Leytonstone School has interpreted ‘Prevent’ in that context. It will make every effort to protect children from harm and to ensure that they are taught in a way that is consistent with the law and the country’s values.

Leytonstone School’s response to Prevent

In line with the guidance to schools as set out on the Prevent website, Leytonstone School will:

- Create explicit value statements within its policy framework that are inclusive of all students.
- Review regularly its curriculum, student participation and safeguarding processes.
- Develop critical personal thinking skills in its students.
- Implement social and emotional aspects of learning.
- Explore and promote diversity and shared values between and within communities.

- Challenge abusive and hateful attitudes towards religious, ethnic and other minority groups
- Support those at risk of being isolated.
- Build ties with all local communities, seeking opportunities for linking with other schools.
- Use anti - bullying strategies to minimise hate and prejudice based bullying
- Use restorative approaches to repair harm caused.

The Prevent for schools website also suggests that schools can demonstrate good leadership and management in tackling extremism by:

- Working with Safer School Partnerships police officers and local authority (LA) Prevent staff to deliver training to staff, parents/carers and governors.
- Facilitating sessions with local police, LA Prevent staff, teachers and governors, for example, on internet safety.

Although the DfE has not set a requirement for schools or nurseries to have Prevent training for staff Leytonstone School has made a commitment to training key members of staff. Initial training took place in September 2015. We also welcomed parents to have prevent training.

2.2.8 Children Missing from School and Education

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 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 or Education Welfare Service (EWS), who will implement the “Elective Home Education” 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.

2.2.9. Honour-Based Violence (HBV)

The terms “honour crime” or “honour-based violence” or “izzat” embrace a variety of crimes of violence (mainly but not exclusively against women and girls), including assault, imprisonment and murder where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person is perceived by their family or community not to have been properly controlled so as to conform to expected norms, to the “shame” or “dishonour” of the family

Such abuse can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/or community members. Victims may have been abused in this way by multiple perpetrators, not all of them necessarily in the UK. HBV can be a trigger for a forced marriage.

Forced Marriage: A forced marriage is where at least one of the marriage parties does not (or in cases of people with learning disabilities, cannot) consent to the marriage, and pressure or abuse is used to bring the marriage about. Such marriages are recognised in the UK as a form of violence against women and men, domestic and/or child abuse, and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking their wages or not giving them any money) can also be a factor.

The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This includes

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not).
- Breaching a Forced Marriage Protection Order is also a criminal offence.
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted. Details of the new law can be found on the Legislation website.

Young people and adults with support needs are particularly vulnerable to forced marriage because they are often reliant on their families for care, they may have communication difficulties and they may have fewer opportunities to tell anyone outside the family about what is happening to them.

Safeguards for young people and adults with support needs from forced marriage are essentially the same as those without support needs; however, agencies do have a role to play in ensuring they are safeguarded, via the MASH. In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.

Any discussion and agreement-seeking between the family and the Local Authority Children's Social Care should only be done where it will not place a child at increased risk of significant harm. In cases of forced marriage, discussion with the family or any type of family involvement will often place the child or young person at greater risk of harm.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

2.2.10. 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 student may be in a private fostering arrangement they will raise this with the DSL and the school should notify the Local Authority of the circumstances.

3. Child Protection Guidelines

Where we have concerns about the welfare of a child we will follow the procedures set out by the Waltham Forest Safeguarding Children Board (WFSCB). A copy of these procedures can be found on the WFSCB website:

<https://walthamforest.gov.uk/content/waltham-forest-safeguarding-children-board-wfscb>

Child protection spans a very wide spectrum, from over chastisement to serious sexual abuse, neglect and physical harm. Children may confide in trusted staff. Staff may also become suspicious that a child may be being abused from their appearance and/or behaviour.

Basic outlines of the system for reporting are detailed at the end of this Policy. In particular for new staff, the following information will also provide additional assistance in recognising various aspects of abuse outlined above. All new staff will receive an immediate training session on Child Protection and Safeguarding. All staff will receive an annual update on the Child Protection and Safeguarding Policy and systems, and will build an understanding of how to support and respond to a child who tells of abuse:

- The school's legislative responsibility
- Their personal responsibility
- The school's policies and procedures
- The need to be alert to the signs and indicators of possible abuse
- The need to record concerns
- How to support and respond to a child who tells of abuse
- How the school will fulfil its duty of care to staff who have been accused in a child Protection issue
- What other independent agencies (e.g. trades unions, Teacher Support Network) are available to support staff, including non-teaching staff

If any colleague suspects abuse or is told of abuse, they must immediately inform the Child Protection Officer who will offer guidance, assess the situation and contact the relevant outside agencies, if necessary. **Please consult Subreena Kazmi, Brenda Thomas, Grainne Smyth or Joanne Letson as indicated by the Child Protection policy.** Allegations against staff must go to the Head Teacher immediately. Any allegations against the Head Teacher will be handled by the governors.

We will ensure that all staff (paid or unpaid) and governors recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and those concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

We will ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties and this policy on the school website.

The school will:

- Ensure that the designated child protection leads take advice from a child protection specialist when managing complex cases. The designated child protection leads have access to the Single Point of Access Advice Line, Early help Coordinators, and the out-of-hours duty team.
- Work to develop effective links with relevant services to promote the safety and welfare of all students.
- Co-operate as required, in line with Working Together to Safeguard Children, 2016, with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant social worker immediately if the need arises to exclude a student who is subject to a Child Protection Plan (whether fixed term or permanently); there is an unexplained absence of a student who is subject to a Child Protection Plan; or there is any change in circumstances to a student who is subject to a Child Protection Plan.

3.1 Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to children's social care immediately.
- Ensure all records are kept securely, separately from the main student file, and in a locked location.
- Ensure all relevant child protection records are sent to the receiving school or establishment when a student moves schools in accordance with the education child protection record keeping guidance.

3.2 Confidentiality and information sharing

We recognise that all matters relating to Child Protection (CP) are confidential. Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998, or relevant successor Act(s). The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parents to see child protection records, they will refer the request to the designated child protection leads or head teacher.

The school will:

- Ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the designated child protection leads or children's social care as required.
- Ensure that the head teacher or designated child protection leads will disclose any information about a student, including domestic violence notifications, to other members of staff only on a 'need to know' basis.
- Make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- Ensure staff are clear with children that they cannot promise to keep secrets.
- Ensure that statutory guidance on recording allegations against adults are followed

3.3 Communication with Parents/Carers

The Safeguarding Children Policy is made available to all parents and carers via the school website.

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action. If the school believes that notifying parents could increase the risk to the child or exacerbate the situation, advice will be sought from children's social care.

3.4 Procedures for staff where there are concerns about a child.

These child protection procedures must be followed where there are any concerns about a child that may fit into the categories of abuse, or if a child discloses information of concern.

1. Pass on your concern to the designated child protection lead as soon as possible. Child protection must take precedence above all else and can initially be passed on verbally.
2. As soon as possible, complete a Child Protection Concern Form (Appendix 1) and give this to the designated child protection lead or Child Protection Officer. Child Protection Concern Forms can be found in the staffroom and on the shared drive. This written note should be

filled in completely and should be as accurate and factual as possible about exactly what was seen, heard, said or noticed and when. Opinions, assumptions and interpretations should not be recorded, as they are clearly separate from the facts. If you do not feel confident to do this yourself, please ask for help.

3. Remember confidentiality, and do not discuss your concern with others unnecessarily.
4. Do not discuss your concerns with parents or carers unless this has been specifically agreed and authorised by the Designated Child Protection Officer.

3.5 What to do if a child discloses something to you

When a child makes a disclosure (tells you something of concern), always follow the four Rs: Receive, Reassure, React and Record.

Receive

- Listen to the child/young person. If you are shocked at what the child/young person says to you, do not show it. Take what the child/young person says to you seriously - if they are not believed it adds to the traumatic nature of disclosing. If they meet with shock or disbelief, children and young people may retract what they have said.
- Accept what the child/young person says. Be careful not to burden the child/young person with guilt by asking, "Why didn't you tell me before?"

Reassure

- Stay calm. Reassure the child/young person that they have done the right thing in talking to you. Be honest with the child/young person. Do not make any promises that you are unable to keep, like "I'll stay with you", or "Everything will be all right now".
- Do not promise confidentiality.
- Try to alleviate any feelings of guilt that the child/young person displays, e.g. "You are not alone - you are not the only one this sort of thing has happened to".
- Acknowledge how hard it must have been for the child/young person to tell you what has happened.

React

- React to the child/young person only as far as is necessary for you to establish whether or not you need to refer the matter.
- Do not interrogate the child or make investigations with third parties to establish any of the facts.
- Avoid asking leading questions, for example "Did s/he?"
- Be careful about what you ask the child; you may taint any evidence being put before a court. Use open questions, such as, "Is there anything else you would like to tell me?" or "When did it happen?"
- Do not criticise the perpetrator. The child/young person may love him/her and reconciliation may be possible.
- Do not ask the child to repeat what has been said to another member of staff.
- Explain what you have to do next and whom you have to talk to.
- Inform the designated child protection lead.

Record

- As soon as is reasonably practicable make notes on what has happened using the 'Child Protection Concern Form' see Appendix 1.
- Do not destroy these notes; they must be retained in a safe place. The court, or any legal process, may require them.
- Record the incident's place, date, and time, and details of the child/young person involved. Record any noticeable nonverbal behaviour of the child/young person. If the child/young person uses their own words to describe sexual organs/acts, record the words spoken. Do not replace them with more normally used or formal words.
- Use the 'skin map' on the reverse of the 'Note of concern' sheet to indicate positioning, size and location of any injuries you have identified/observed.

- Be objective in your recording. Include statements made and what you have seen, rather than assumptions or interpretations. Rely on facts.
- Hand the record to the designated child protection lead.

Supporting the child

- Give the child time and a safe place. Stay with them and be aware that they may fear reprisals for having told somebody. They may feel confusing emotions. Telling is an act of courage as well as an act of desperation.
- Identify the support network available to yourself, as certain disclosures can be emotive. This may include staff counselling services.

3.6 Supporting Staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead officer, Safeguarding Lead, Headteacher, Deputy Head, Head of Year or Head of Department. They are all available to talk through issues, which may be upsetting or concerning to any member of staff involved in a particular case.

Staff should also be aware that they need to protect themselves from any form of suspicion. They should make sure that, as far as is possible, no member of staff is alone with a child in an intimate situation; for example, other adults should have access at all times, and volunteers and students should never be left alone together.

3.6.1 Allegations against Staff

We understand that a student may make an allegation against a member of staff.

If such an allegation is made, the member of staff receiving the allegation must immediately inform the Head Teacher.

The Head Teacher on all such occasions will consult with the Local Authority (LA) Lead Officer for CP.

If the allegation made to a member of staff concerns the Head Teacher, the designated teacher must immediately inform the Chair of Governors who will consult with the Local Authority Designated Officer (LADO) for Child Protection.

The school will follow the LA procedures for managing allegations against staff, a copy of which is readily available in the school, as well as what is set out in the school's Managing Allegations Against Staff And Volunteers policy; keeping children safe in education; and the Waltham Forest Safeguarding Children Board (WFSCB) guidance, available on the Waltham Forest website.

The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full, even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

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 mandatory, nor is it automatic but, in some cases, may have to be used. (Refer to the Teacher Appraisal and Capability policy.)

Consideration must be given to the needs of the child and recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator.

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the school's code of conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. All staff will be made aware that behaviour that contradicts the code of conduct, which takes place outside of school, may still lead to disciplinary procedures.

The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).

The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

3.6.2 Use by staff of their personal mobile phones (and similar devices) during school hours

Staff personal mobile phones should not be used in class. If a text or an e-mail needs to be sent then it must be done away from the class. During breaks and lunchtimes, when not on duty, members of staff are free to use their personal mobile devices. If members of staff use their equipment in this way they are still expected to follow professional standards and abide by the school's social media policy. Personal phones must not be used to take photographs of school activities.

All incidents involving youth produced sexual imagery or what is known as sexting will be responded to in line with this policy.

3.6.3 Photography using mobile phones (and similar devices)

Nearly all mobile phones, tablets, and similar devices have built-in cameras, and if these are used whilst at work, whether in school or another setting, an allegation could be made that a member of staff has taken inappropriate images with those cameras. Staff should always use school-owned cameras or tablets if taking photographs of children.

3.7 Physical Restraint of Students

Section 550A of the Education Act 1996, inserted by section 4 of the Education Act 1997, provides the circumstances in which a member of staff in the school may restrain a student.

In summary, a member of the staff of a school may use, in relation to any student at the school, such force as is reasonable in the circumstances for the purpose of preventing the student from doing or (continuing to do) any of the following:

- Committing an offence.
- Causing personal injury to, or damage to the property of any person (including the student themselves).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among the students, whether that behaviour occurs during a teaching session or otherwise.

Staff must only use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person. During physical restraint or intervention the teacher should give a verbal commentary on why and how they are going to intervene to ensure safety.

Physical intervention of a nature which causes injury or distress to a child, may have to be considered under child protection or disciplinary procedures.

A proportion of allegations against teachers and school support staff relate to incidents involving the physical restraint of students. In this school:

- Some staff will be trained in the use of physical restraint;
- All staff will be trained in the use of positive behaviour supports and techniques to defuse crisis and conflict situations;
- Training will be recurrent, with annual updates at a minimum, and will be appropriate to the type of school setting and to the age and developmental level of students;
- Training will include information about the effects of medications students may be receiving and how restraint procedures might affect the physical wellbeing of the student during restraint procedures;
- Training will include multiple methods for monitoring a student's well-being during a restraint.

3.8 Whistle blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues. Reference to the ways in which concerns may be raised is included in the Leytonstone School Whistleblowing Policy.

3.9 Bullying

Our policy on bullying is set out in a separate Anti-Bullying policy which makes it explicit that to allow or condone bullying may lead to consideration under child protection procedures.

3.10 Racist /Sexist/Homophobic Incidents

This school rejects and abhors all aspects of sexist, racial, homophobic and non-specific abuse.

The school has updated its Equality Duty which covers discrimination on the grounds of gender, race, religion and belief and sexual orientation.

It is ESSENTIAL that staff involved in such incidents, prepare a statement ASAP. This will assist immediate action being taken. Staff should not leave the premises without reporting such events to a member of the Senior Leadership Team

The school will provide support as appropriate.

3.11 Prevention of harm to students

We recognise that the school plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include in the curriculum opportunities for PSHE/Citizenship, cross curricular themes and targeted focus groups which equip children with the skills they need to stay safe from harm and to know whom they should turn to for advice and help.

3.12 Health & Safety

Our Health & Safety policy is set out in a separate document. This policy reflects the consideration we give to the protection of our students and staff both within the school environment and when away from the school taking part in school trips and visits.

4. Safer Recruitment and Selection

The school pays full regard to the statutory guidance for schools and colleges: Keeping Children Safe in Education (2016) - Part Three: Safer Recruitment.

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). We also have our commitment to safer recruiting on all adverts.

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.

Staff responsible for recruiting and appointing must be suitably qualified and have successfully completed the on-line Safer Recruitment Training or other appropriate Safer Recruitment training.

5. Systems for reporting a Child Protection Concern

1. All concerns or allegations about abuse, safety or neglect of children will always be taken seriously and acted upon promptly. Serious concerns should not therefore be emailed; the CP officer or Designated Safeguarding Lead must be told that there is a concern ASAP via a safeguarding reporting form (Appendix 1).
2. If you notice anything that indicates a child may be unhappy - signs can include withdrawn behaviour, poor concentration, aggression or tearfulness - please speak to them. Listen carefully; be supportive; if there is a gap, repeat to them what they have said; do not probe or push; and make notes. Do not make judgements about whether someone is telling the truth (If there is something to be followed up that does not relate to safety or possibility of harm, please speak to the form tutor or Head of Year.)
3. If they make a disclosure to you that you think puts them at risk, you must speak to the CP officer or Designated Safeguarding Lead immediately. This contact should be made as soon as possible, confidentially, and in person if at all possible; please do not email concerns. If in doubt, report it. If the child does not wish to speak to you and you remain concerned, report it to the CP officer.

4. Please note that the student cannot be assured of confidentiality if they confide in a staff member, and this should be made clear to them. You might say “I will have to tell another member of staff if you tell me something that might hurt you or involves the law being broken. That cannot be kept secret because it is dangerous to you.”
5. Our duty of care means that we must follow up all concerns and that you must refer it to a senior member of staff. The child must be made aware of this. If a child starts to relate a confidence then stops because of concerns over confidentiality, this should be reported to the CP officer or Designated Safeguarding Lead. Do not insist that the child continues to speak.
6. Confidentiality is absolute between child, reporting teacher and CP officer/Designated Safeguarding Lead, and no information should be shared without the explicit permission of the CP officer or Designated Safeguarding Lead. Please ensure that a distressed child is given support.
7. Any member of staff receiving an allegation of abuse must make a full and accurate written record as soon as possible, noting what was seen or said, when, where, and signing and dating this record. The child’s own words should be used as much as possible. This must be passed to the CP officer/Designated Safeguarding Lead. All such records must be retained.
8. The CP officer will then inform the Safeguarding Team or the allocated social worker, if one already exists.
9. The parent or carer will be advised unless this may place the child at harm.
10. The designated staff member will then follow up the referral, including possibly representing the child at CP Conferences, and will consult with other specialist staff as necessary. They will also coordinate action with other agencies.
11. If a matter is under investigation and the child still continues to confide in a particular member of staff, information must continue to be passed on.

ANYTHING AT ALL THAT MAKES YOU UNEASY ABOUT A CHILD’S WELFARE SHOULD BE REPORTED, NO MATTER HOW MINOR IT MAY SEEM!

5.1 Making referrals

All urgent referrals should be made by telephone or in person to the screening team, and full discussion with the referrer should take place at the point of referral. You will then need to confirm your referral, in writing on the appropriate form, within 48 hours. It is important at this stage for the Children’s Social Care service to gather as much information as possible. The best way to do this is by talking directly to the person making the referral; you will need to provide at a minimum:

- Child’s name, address and date of birth
 - Summary and history of the concerns
 - Any background on the family including any history of relevant discussions with them
 - Child’s general presentation
 - Child’s health and development
 - General progress academically (if the referrer is a school)
 - Any immediate concern for safety
 - Other agencies and services known to be involved with the child and their immediate family
- N.B. Unless it is clearly a child protection referral, there is an expectation that you will have discussed your concerns and the referral to Children’s Social Care with the child’s parents.

5.2 The Referral Form

All professionals will be asked to confirm the information they have provided in writing. Completing the written referral should never delay making the referral where there are concerns

about child protection or an urgent social care response is needed. From the beginning of September 2014 all written referrals should be made using the Multi Agency Referral Form (MARF). The rationale for this is to make the process as consistent as possible and to reduce the number of different forms in use at any given time.

5.3 What happens next?

This depends on the nature of the referral. Action will be taken on all Child Protection referrals within 24 hours. This will include the arranging of a strategy meeting which will involve the specialist Police Child Abuse and Investigation Team (CAIT), health agencies as necessary and the referrer will be informed of this within 48 hours. For some referrals the appropriate level of response may not be clear immediately and the screening team may also need to

- Undertake initial checks with other agencies involved with the child and their family
- Have further discussions with the referrer and the Early Help Team if an Early Help Assessment is considered as an appropriate level of response - where the information available indicates level 2a or 2b, and in some instances level 3 needs
- Have further discussions with the referrer to clarify the specific concerns and available information For all Child in Need referral which has been made and accepted, First Response will come back to you within seven days to explain what action has been taken.

6. Appendix 1. Child Protection Concern Form

Students Name:	Click here to enter text.	Date of Incident:	Click here to enter text.
Tutor Group:	Click here to enter text.	Time Of Incident:	Click here to enter text.
Referrers Name:	Click here to enter text.	Place of Incident	Click here to enter text.

Please write what you were told by the student, in exact language where possible. Use the students words and indicate where you are expressing a concerns/opinions, include presentation of the child (Physical, emotional, behavioural etc.) and use the physical injury concern form to point out any marks seen. Remember, **THIS FORM MUST BE COMPLETED FOR ALL SAFEGUARDING CONCERNS.**

Click here to enter text.

This form must be passed to a member of the Safeguarding Team

If sent electronically, please ensure that both safeguarding leads are copied in. Remember to complete the sections on the feedback sheet on the back of this form. This shall be returned to you within 7 day. Should you require support of further assistance in regards to what you have heard or seen, please contact **Brenda Thomas or Subreena Kazmi.**
Brenda Thomas - Designated Child Protection Officer/ Deputy Safeguarding Lead Ext 7486/ 07850 913704
Subreena Kazmi - Designated Safeguarding Lead - Ext 7478/ 07850 913698
Jo Letson - Designated Safeguarding Officer - Ext 7455/ 09850 913694

Signature:		Date: Click here to enter text.
Name of DCPO handed to:	Click here to enter text.	
DCPO signature and date	Click here to enter text.	

Feedback sheet

To be completed by the referrer:

Students name:	Click here to enter text.
Date of Referral:	Click here to enter text.
Referrers name:	Click here to enter text.
Referrers signature:	Click here to enter text.

To be completed by the DCPO/ DSL:

Child seen as a result of this referral:	Yes	No
Family Seen/ spoken to, as a result of this referral:		
Family have been advised of the outcome:		
The investigation is still in process		
Any other information: Click here to enter text.		
DCPO name		
DCPO Signature		

Appendix 1b.

Physical Injury/ies Concern Form

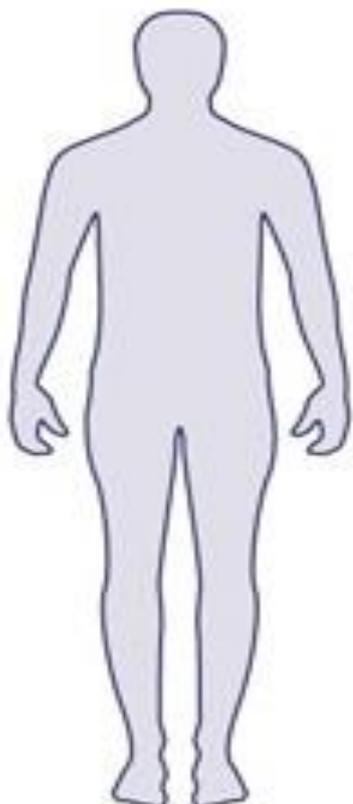
Please indicate where on the child’s body you have seen markings or are concerned there may be.

Once done, please attach to the corresponding **Child Protection Concern Form**.

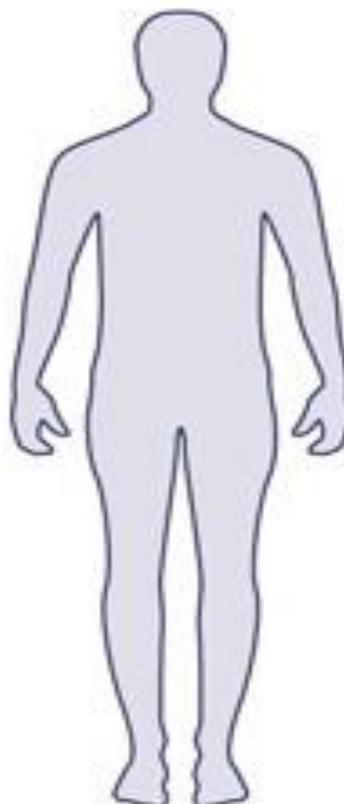
Please note that no medical examination of the child should be undertaken by members of staff. If the child can indicate, allow them to show you any marks.

Marks, bruises seen during swimming or PE should also be recorded on this sheet.

Name of Child	Click here to enter text.	
Gender	Male	Female



FRONT

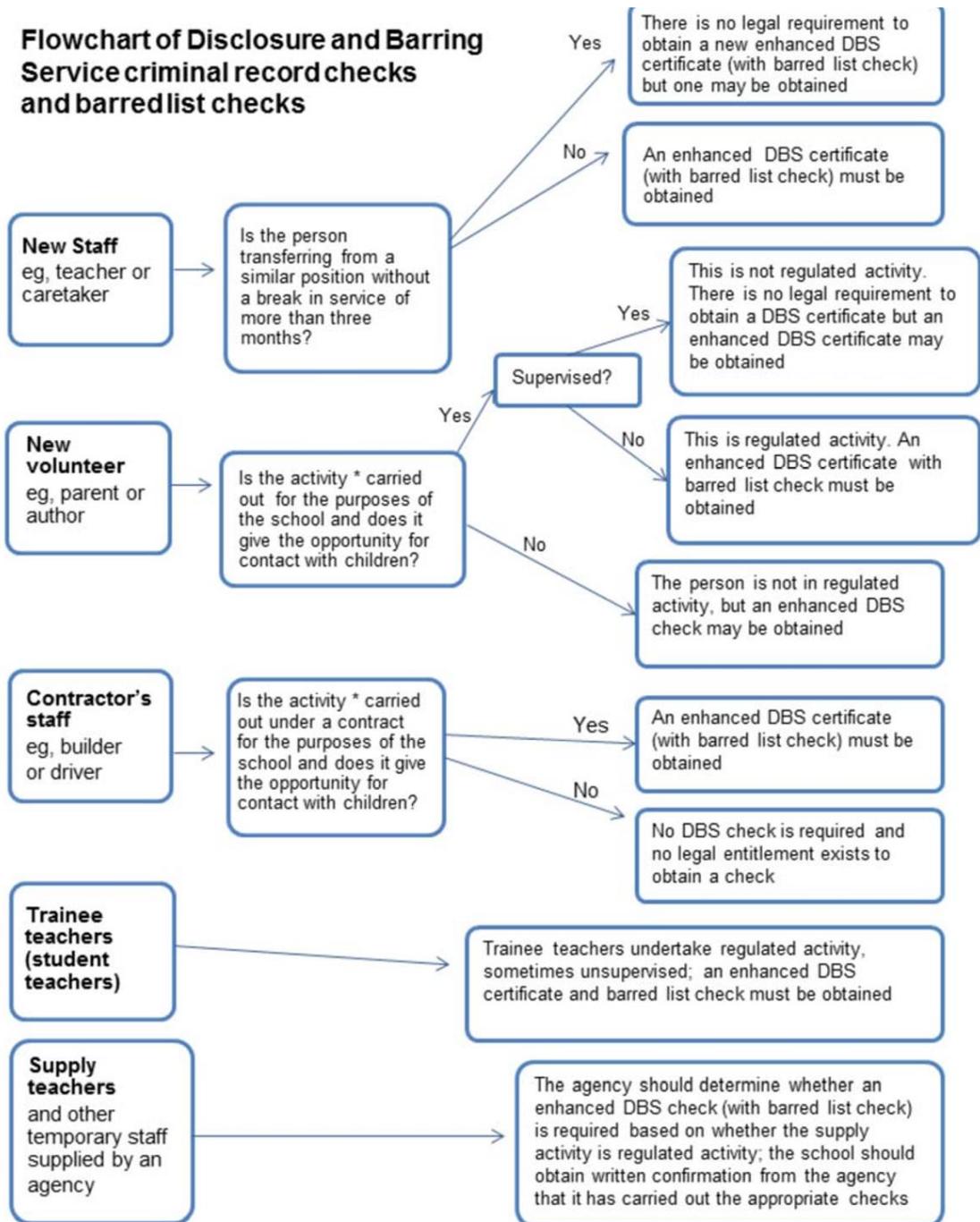


BACK

Staff		Signature:	Date:
Name			
Action taken by DCPO/ DSL	Parent contacted: Y/N	Reason:	
	Referral Y/N		
	No Referral Y/N		
DCPO Name		Signature	Date:

Appendix 2:

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Appendix 3

Key contacts for Child Protection Issues in Waltham Forest

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

Name	Agency	Contact details
Designated Doctor for Child Protection	North East London Foundation Trust (NELFT)	020 8430 7893 07795 548987
Named Nurse for Safeguarding – Community Health Services, School Nursing, Health Visitors and Child & Adolescent Mental Health Services (CAHMS)	North East London Foundation Trust (NELFT)	020 8430 7827/7822 07568 130143 Fax: 020 8430 7981
Named Nurse for Safeguarding	Barts Health at Whipps Cross University Hospital Paediatric A&E	020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072
Police Referral Desk	Metropolitan Police Child Abuse & Investigation Team (CAIT)	020 8345 3633 020 8345 3693
Designated Nurse for Safeguarding Children – GP Services	Clinical Commissioning Group (CCG)	020 3688 2638
Divisional Director for Children & Families Services	Waltham Forest Children & Families Services	020 8496 3206
Head of Service – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 3685
Deputy Head of Service – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 3250
Duty Child Protection Co-ordinators – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 8279
Local Authority Designated Officer (LADO) – Quality Assurance (QA) Service	Waltham Forest Children & Families Services	020 8496 3646
Safeguarding in Education Service	Waltham Forest Children & Families Services	020 8496 4368 07974 186705
Head of Service – Children’s Safeguarding & Family Support Service	Waltham Forest Children & Families Services	020 8496 8393
Deputy Heads of Service – Children’s Safeguarding & Family Support Service	Waltham Forest Children & Families Services	020 8496 1375 020 8496 2338
Waltham Forest Multi Agency Safeguarding Hub (MASH) Team/Children’s Referral & Advice Team	Waltham Forest Children & Families Services	csc referrals@walthamforest.gov.uk 020 8496 2313 (Fax) 020 8496 2307/10/11/16/17
Team Manager – Waltham Forest Multi Agency Safeguarding Hub (MASH) Team/Children’s Referral & Advice Team	Waltham Forest Children & Families Services	020 8496 2317
Team Manager – Children’s Emergency Duty		020 8496 3000

Appendix 4



March 2017

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
---------------------------------------	---------------

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 Corporate Parenting	020 8496 2136
Deputy Head of Corporate Parenting	020 8496 2186
Head of Quality Assurance	020 8496 3685
Deputy Head of Quality Assurance	020 8496 3250

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
--	---------------

should speak to the

If you remain concerned, the most senior manager in your organisation
Deputy Chief Executive, Families Directorate:

Deputy Chief Executive, Families Directorate	020 8496 3501
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Waltham Forest Safeguarding Children Board

First Floor | Juniper House | 221 Hoe Street | Walthamstow | E17 9PH

☎ 0208 496 3683 fax 0208 496 6909

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	0208 496 3221
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Barts Health at Whipps Cross Hospital

Named Nurse for Safeguarding	020 8535 6855
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Police

Detective Inspector, Sexual Offences, Exploitation and Child Abuse Command or next stage Detective Chief Inspector	020 8217 6411 Or 020 8217 6471
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Community health services, school nursing, health visitors, child and adolescent mental health services

Named Nurse for Safeguarding, NELFT	020 843 07827 M: 07810 695455
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Community health Child Protection Doctor

Designated Doctor for Child Protection, NELFT	0208 430 7883 M:07795 548987
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Waltham Forest Clinical Commissioning Group (WFCCG)

Designated Nurse for Safeguarding, WFCCG	020 3688 2670 M:07930195306
Designated Nurse for Looked After Children, WFCCG	020 3688 2670 M:07930195306

If you have any general enquiries about the contents of this letter, please contact Debbie Stone, Strategic Board Coordinator for WFSCB, 020 8496 3231, Debbie.Stone@walthamforest.gov.uk

Please bring this letter to the attention of all staff.

Yours sincerely



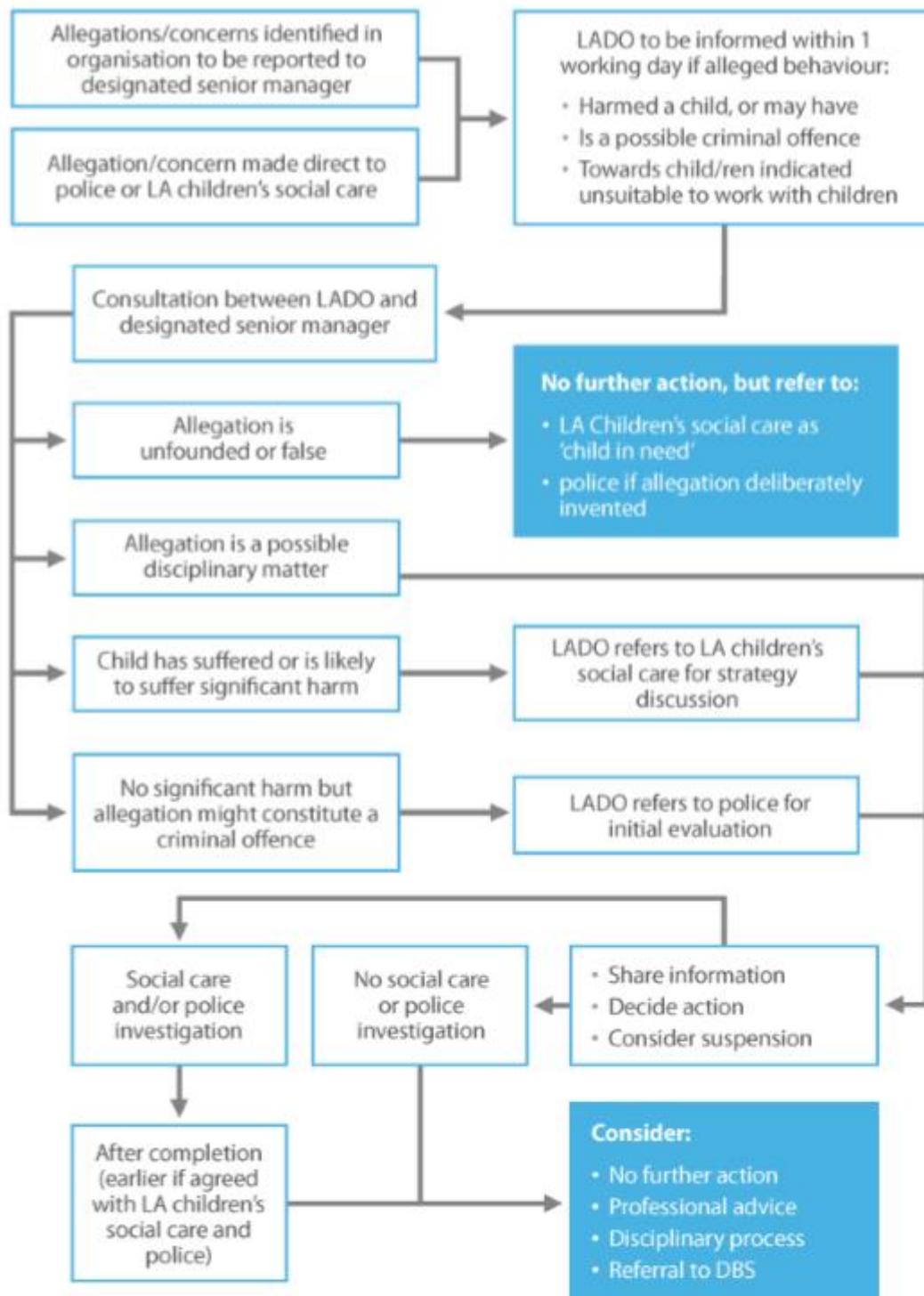
Fran Pearson
WFSCB Independent Chair

Waltham Forest Safeguarding Children Board

First Floor | Juniper House | 221 Hoe Street | Walthamstow | E17 9PH
☎ 0208 496 3683 fax 0208 496 6909

Appendix 5

Allegations / Concerns Against Staff Child Protection Process



Appendix 6