



Joseph Clarke
School



Flourish
Learning Trust

Safeguarding Policy

for Joseph Clarke School

Key Elements

This policy is underpinned by the Department for Education (DfE) updated version of the statutory guidance Keeping Children Safe in Education (KCSIE) 2023.

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Agreed by:
Trustees

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1. Introduction

Joseph Clarke School safeguarding policy 2023-2024.

This policy is underpinned by the Department for Education (DfE) updated version of the statutory guidance Keeping Children Safe in Education (KCSIE) 2023.

Keeping Children Safe in Education 2023 is statutory guidance and applies to all schools and colleges. Schools are defined as “*all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units*”. Colleges means “*further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector*”. Colleges also includes ‘*providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.*’ (KCSIE 2023)

There is an expectation that staff have understood rather than just read updated KCSIE 2023. We have taken the decision that all staff should read Part One rather than the condensed version in Annex A in order to ensure they have a comprehensive understanding of safeguarding issues that may affect pupils and staff. We have high expectations of our staff and of ourselves, especially in matters related to safeguarding.

All staff are required to provide signed confirmation that they have read Part One of [Keeping Children Safe in Education](#) 2023 and a copy is kept in staff files.

Relevant staff, such as school leaders, the safeguarding team and staff with defined pastoral responsibilities should also be aware of Part 4, Part 5, Annex B and Annex C. All staff will be expected to read the school’s policy on Allegations against staff, which includes the procedure for dealing with low-level concerns as well as allegations which meet the harm threshold.

A link to the full version of KCSIE 2023 can be found here [Keeping children safe in education 2023](#)

A copy of Annex A is also available on the above link.

2. Purpose and Scope

Our commitment to Safeguarding

We believe that all children have a right to be safe and should be protected from all forms of abuse and neglect.

Although reporting concerns can be uncomfortable for staff, and be unpleasant for families, as a school we recognise that it is better to help children, young people, and their families early, before issues escalate and become more damaging.

Because safeguarding is everyone’s responsibility, all staff are committed to recognizing and reporting all concerns relating to child safety, wellbeing and are vigilant to spot signs of abuse and maltreatment.



As such, we promise to:

- Be observant and alert to signs of abuse
- Demonstrate professional curiosity and question explanations given by parents / children / staff
- Be compassionate, honest, and clear and act with integrity
- Ask for support when we feel at the limit of our experience / patience / skills
- Understand and follow school policies and procedures
- Work together with other agencies when appropriate to make sure that support for children, young people and families is effective and helps improve outcomes.
- Maintain an attitude of “it could happen here” and report any concerns, no matter how small.

Children and young people learn and thrive best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Joseph Clarke School aims to offer an environment where children feel welcome, safe, stimulated and where children are free to enjoy learning and can develop in confidence.

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

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

To take all necessary steps to keep children safe and well, **Joseph Clarke School** will:

- Ensure our approach is child-centred, considering always what is in the best interest of the child
- Safeguard children both preventatively and responsively
- Ensure the suitability of adults who have contact with children
- Promote good health, effective management of medical conditions, and the development of self-care in children & young people
- Have clear standards of behaviour for staff / volunteers and children / young people
- Manage behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour
- Maintain records that document safeguarding concerns over time, including low-level worries about a child or young people that together may paint a picture of concern
- Ensure that all policies and procedures relating to safeguarding and wellbeing are updated annually in collaboration with the board of trustees

2.1. Who is responsible for Safeguarding?

No single professional can have a full picture of a child’s needs and circumstances. This policy applies to **all staff**, including paid staff, volunteers and sessional workers, agency staff, organisations contracted to deliver services within Joseph Clarke School, one-off visitors, students or anyone working on behalf of Joseph Clarke School. This policy relates to all children (anyone up to their 18th birthday) with whom Joseph Clarke School works.

This policy is readily available via our website [Welcome to The Joseph Clarke School](#) for practitioners, parents and partners and is given to parents prior to children joining our school and following each update. Support and



consideration have been given to those parents for whom English is not a first language, as well as those who may have additional needs or disabilities, through the accessibility menu on the top right-hand corner of the website.

2.2. The voice of the child

All staff will ensure that their approach is child and family centred. This means that they will consider what is in the best interests of the child, and how to approach families with compassion and respect.

Staff will always seek to understand and give a voice to the lived experience of a given child/ young person within Joseph Clarke School at home and within their wider community, even if the child/young person is unable / unwilling to express their experience themselves.

2.3. Safeguarding legislation and guidance

Section 157 of the [Education Act 2002](#) and the [Non-Maintained Special Schools \(England\) Regulations 2015](#) require proprietors to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The [Teachers' Standards](#) state that teachers, including principals, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties.

The statutory guidance [Working Together to Safeguard Children 2023](#) covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the Chief Officer of Police for a police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.

The statutory guidance [Keeping Children Safe in Education 2023](#) is issued under Section 175 of the [Education Act 2002](#), the [Education \(Independent School Standards\) Regulations 2014](#) and the [Non-Maintained Special Schools \(England\) Regulations 2015](#).

[What to do if you're worried a child is being abused 2015](#) – is non-statutory advice for practitioners (everyone who works with children) which helps them to identify abuse and neglect and take appropriate action. Staff can find a copy of this advice in the staff-room, on the intranet and on the government website.

[Behaviour in schools guidance 2022](#) – advice for schools to support pupils to behave well and the powers of staff when responding to misbehaviour.

[Meeting digital and technology standards in schools and colleges guidance 2022](#) – an outline of the cyber security, filtering and monitoring standards required.

[Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings](#) - details the safeguarding arrangements that providers using school facilities should have in place.

Post-16 education Information has been included in KSCIE 2023 about the Education and Training (Welfare of Children) Act 2022, which extends safeguarding provisions to providers of post-16 education. Some safer recruitment regulations don't apply to these providers, but recruitment checks are an essential part of safeguarding and providers should (rather than must) carry out pre-appointment checks.

[Keeping Children Safe in Education 2023](#). Staff can find a copy on the government website, on the intranet and in the staff room.



2.4. Key Safeguarding Roles & Responsibilities

Designated Safeguarding Lead (DSL)			
Name:	Lorraine Boyse	Email:	lorraine.boyse@josephclarke.waltham.sch.uk
Job Title:	Vice Principal	Phone:	020 8523 4833
Deputy Designated Safeguarding Lead(s) (DDSLs)			
Name:	Sarah Bent	Email:	sarah.bent@josephclarke.waltham.sch.uk
Job Title:	Family Support	Phone:	020 8523 4833
Name:	Orgesta Rondo	Email:	Orgesta.rondo@josephclarke.waltham.sch.uk
Job Title:	Emotional Health & Wellbeing Coordinator	Phone:	020 8523 4833
		Mobile:	07871 778470
Principal – Managing Allegations			
Name:	Chadia Filali-Moutei	Email:	chadia.filali-moutei@josephclarke.waltham.sch.uk
Phone:	020 8523 4833	Mobile Phone:	07871 778470
Chair of Trustees– managing allegations against Principal			
Name:	Thomas Shrivell	Email:	t.shrivell@flourishlearningtrust.org.uk
		Phone:	020 8531 3426: ask for Mia
Link Trustee for Safeguarding			
Name:	Rachael Howell	Email:	Rachael.howell@flourishlearning.org.uk
		Phone:	020 8531 3426: ask for Mia
Designated Teacher for looked after children and previously looked after children			
Name:	Chadia Filali-Moutei	Email:	chadia.filali-moutei@josephclarke.waltham.sch.uk
Job Title:	Principal	Phone:	020 8523 4833

2.5. Designated Safeguarding Lead (DSL)

A Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team, appointed to support the management of safeguarding cases within the school. The DSL should take lead responsibility for safeguarding (including online safety). The DSL should be given the time, funding, training, resources and support to undertake their duties as listed below.

The DSL and DDSL should undergo training to provide them with the knowledge, skills and confidence required to carry out the role. This training should be updated every two years. In addition to the training, DSLs and DDSLs should update their knowledge and skills at regular intervals and at least annually. The Deputy Designated Safeguarding Lead/s (DDSL) are trained to the same level as the DSL and can take over seamlessly in the event of the DSL being absent.

The DSL is the Vice Principal, Lorraine Boyse. During term time the DSL and the Deputy Designated Safeguarding Lead (DDSL), Sarah Bent, will always be available (during school hours) for staff in school to discuss any safeguarding concerns. A duty rota will be organised to provide staff with advice, information and signposting out of hours and over weekends / school holidays in the event of an emergency.



The broad areas of responsibility for the DSL are:

- The management of referrals
- Providing advice, support, and expertise on safeguarding matters
- Maintaining and managing safeguarding records
- Championing children's wellbeing
- To be the primary point of contact for safeguarding
- Supporting and liaising with parents, carers, and families
- Coordinating safeguarding training and induction in collaboration with the Principal, Trust Safeguarding Lead and HR
- Ensuring Safer Recruitment / Management of Allegations against Staff & Volunteers procedures are implemented in collaboration with the Principal, Trust Safeguarding Lead and HR
- Liaising with the Principal to ensure they are kept informed of issues, particularly child protection enquiries (S47 of the Children Act 1989) and police investigations. Ensuring that children are being supported by an Appropriate Adult in accordance with the police and criminal evidence (PACE) act 1984 - <https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Further information about the role of the DSL can be found in Annex C of KCSIE 2023: Role of the designated safeguarding lead.

It is important that DSLs obtain a full and rich picture of children's experience. As soon as staff identify indicators of concern, they should record all concerns (including lower-level/pastoral concerns about a child's wellbeing – be it expressed in appearance, behaviour, communication and/or relationships) on **MyConcern**. If the concerns are serious, they should also speak to the DSL without delay.

2.6. The Principal

Although DSL Lorraine Boyse and DDSLs Sarah Bent and Orgesta Rondo take responsibility for safeguarding in Joseph Clarke School the Principal **Chadia Filali-Moutei** is ultimately responsible for all the children / young people who attend.

The Principal should be contacted immediately if possible or actual harm (emotional, physical, sexual, neglect) to a child or young person has been caused by any member of staff, including supply staff and volunteers.

The Principal Leads by the Trust's safeguarding ethos. They:

- Ensure that the safeguarding policy and procedures are understood and implemented by all staff.
- Ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- Ensure that the culture of the school supports the provision of effective pastoral care and early help, and that staff do everything they can to support social workers when children's social care become involved.
- Ensure that pupils are always provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe, including when online, as part of a broad and balanced curriculum.

The Principal prioritises safeguarding by:

- Allocating enough time, training, support, and resources, including cover arrangements, when necessary, to enable the DSL and DDSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Acting as the Designated Teacher for children who are looked after to promote the educational achievement of any pupils who are:
 - looked after by the Local Authority
 - have an allocated social worker.
 - who have left care through adoption, special guardianship, child arrangement orders



- were adopted from state care outside England and Wales

The Principal ensures safer recruitment and the appropriate handling of Allegations against Staff & Volunteers (ASV) by:

- Referring all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff (including agency staff and supply teachers) or volunteer to the Designated Officer for the Local Authority (LADO) within **one working day** prior to any internal investigation.
- Ensuring that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the LADO.
- Acting as a case officer or delegating to a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

2.7. The Trustees

All trustees will receive regular and relevant safeguarding training to enable on-going test and challenge of the effectiveness of school safeguarding policies and procedures, alongside promoting a whole school approach to safeguarding. We also have a safeguarding committee of trustees who act as a “Critical Friend” and embody our culture of “high challenge, high support”. The committee meet termly to scrutinise reports and data provided by the Trust Safeguarding Lead. These reports and data are produced in collaboration with the school’s Principal and safeguarding team.

The Trustees ensure that **Joseph Clarke School:**

- Appoints a DSL who is a member of the senior leadership team and who has undertaken training in multi-agency working, in addition to safeguarding training
- Ensures that the DSL role is explicit in the role holder’s job description (and the job description of any DDSL) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- Ensures that the DSL or a DDSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a DDSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone, Teams or other such media.
- Ensures that the DSL or a DDSL is always available at least via telephone or other media as above during any out of hours/out of term school activities.
- Has a safeguarding policy and procedures, including a staff code of conduct, that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available publicly on the school’s website or by other means.
- Has procedures for dealing with allegations of abuse made against members of staff (including supply staff) and volunteers including allegations made against the Principal and allegations against other children (child-on-child abuse).
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification from providing childcare regulations.
- Develops an induction strategy that ensures all staff, including the Principal, and volunteers receive information about the school’s safeguarding arrangements, staff Code of Conduct and the role of the DSL on induction.
- Develops a training strategy that ensures all staff, including the Principal, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL’s duties above.
- Ensures that all staff, including temporary staff and volunteers, have read, and understood the school’s safeguarding policy and Code of Conduct before they start work at the school.



- Appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training.
- Contributes to multi-agency working and plans.
- Ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Ensures an effective pastoral care offer and Early Help offer.
- Ensures that children are taught about how to identify risks, including online, and how to access support and help.
- Ensures that the voice and lived experiences of children are heard and reflected in the life of **Joseph Clarke School**
- Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the [Data Protection Act 2018](#) and [General Data Protection Regulations \(GDPR\)](#). This includes:
 - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as ‘special category personal data’.
 - For schools, advice/guidance in respect of sharing ‘special category personal data’ where the serious harm test under the legislation is met, can be found on the [Disclosure and Barring](#) service website. Where in doubt independent legal advice should be sought.
 - Understanding that safeguarding of children and individuals at risk is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so and that the sharing of information promotes effective and timely safeguarding of a child. In circumstances where it has not been possible to gain consent, or where seeking consent would place a child at risk, it is reasonable to act without consent to safeguard the child or young person.

2.8. Chair of Trustees

The trustees nominate a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Principal.

2.9. Link trustee for safeguarding

The trustees also identify a named trustee to take leadership responsibility for the school’s safeguarding arrangements (link trustee for safeguarding). That trustee will maintain regular contact with the DSL, meeting each half term, and will ensure that the trustees receive regular reports about safeguarding activity at Joseph Clarke.

Trustees and proprietors will ensure that the DSL has the appropriate status and authority within the school/college to carry out the duties of the post, in addition to ensuring that the postholder is given the additional time, funding, training, resources, and support needed to carry out the role effectively.

It is the responsibility of the trustees to ensure that the school’s safeguarding, recruitment and managing allegations procedures consider the procedures and practice of the Local Authority, local safeguarding partnership and national guidance. The trustees are also responsible for overseeing safeguarding audits completed and returned to the Local Authority under s175 of the [Education Act 2002](#).

2.10. All school staff

All Joseph Clarke staff have a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they can identify children who may need of help or protection. All staff are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral



to Social Care or Early Help if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the DSL or DDSL – they do not assume that others have acted. Early Help advice/guidance can be found on Waltham Forest Hub accessible here - <https://thehub-beta.walthamforest.gov.uk/earlyhelp>. Immediate safeguarding concerns should be shared with Waltham Forest MASH team who may be contacted via the following link - <https://www.walthamforest.gov.uk/families-young-people-and-children/child-protection/multi-agency-safeguarding-hub-mash>. Identifying Abuse

Being alert to abuse and to the fact that 'it could happen here' is crucial to safeguarding. Knowing what to look for is vital for the early identification of abuse and neglect. All staff are aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

2.11. Children with Special Educational Needs and Disabilities, physical or mental health difficulties

As Joseph Clarke is a special school, we understand that our pupils, who all have special educational needs (SEN) and/or disabilities can face additional safeguarding challenges which makes them more vulnerable. Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Staff are trained to manage these additional barriers to ensure our pupils are appropriately safeguarded. Staff can recognise the additional risks that our pupils can face online, for example from online bullying, grooming and radicalisation.

An abused child will often experience more than one type of abuse, as well as other difficulties. Children can be at risk of abuse or exploitation in situations outside their families (extra-familial risks). Abuse reduces resilience in children and puts them at further risk of abuse throughout their lives. Abuse and neglect can happen over a period but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development, and well-being.

Our **school** is aware of the signs of abuse and neglect so we can identify children who may need help or protection. All staff are aware of environmental factors (extra-familial risks) which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by following the procedures in this policy and speaking to the DSL.

Growing up with adverse childhood experiences (ACEs) such as abuse, neglect, community violence, homelessness, parental separation, bereavement or growing up in a household where adults are experiencing mental health issues or harmful alcohol or drug use, can lead to negative, lifelong emotional and physical outcomes. There is potential for ACEs to have a significantly harmful effect on the trajectory of a young person's life. The impact can affect their physical and mental health, self-worth, and ability to develop healthy relationships.

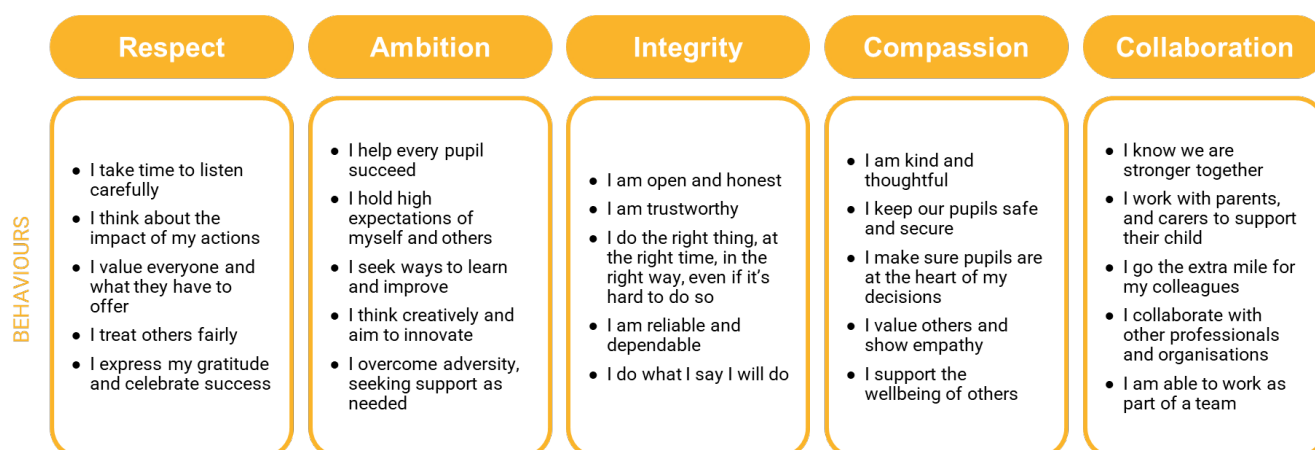


When the stress of these adverse experiences is so severe or prolonged that a child is unable to process it, what should be a normal survival response becomes “toxic stress”. This type of stress alters the functioning of the brain and has a long-lasting and injurious impact on the developing mind, which we call “trauma”. This trauma affects the way those suffering it think and act throughout their lives. Understanding such mental and emotional trauma is key to understanding the behaviour of millions of people.

Our **school** is working in partnership with a wide range of sectors and services to help reduce the incidence and impact of all types of childhood adversity, focusing on:

- support for children, parents, and families to prevent ACEs
- mitigating ACEs for children and young people
- training for staff across the workforce in supporting people who have experienced trauma and identification of trauma

We are committed to embedding a trauma-informed approach and have appointed an Emotional Health and Wellbeing coordinator to work alongside staff, pupils and families from Joseph Clarke. We are also a values-driven organisation with values that align with the safeguarding ethos of this policy:



2.12. Types of Abuse

There are four main categories of abuse and neglect:

- physical abuse
- emotional abuse
- sexual abuse
- neglect

2.12.1. Physical Abuse

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning, or scalding, drowning or suffocating a child. Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol, and mental health or if they live in a home where domestic abuse happens.

Babies and disabled children also have a higher risk of suffering physical abuse, and physical abuse in young children is more likely to lead to permanent injury or fatality.



Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

2.12.2. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development. Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be able to observe it, for example, in the way that a parent interacts with their child.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. 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 from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another, which includes coercive control and domestic abuse. It may also involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

2.12.3. Sexual Abuse

Sexual abuse is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong.

Sexual abuse can have a long-term impact on mental health. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women and children are also perpetrators.

Resources are available from the Centre of Expertise on Child Sexual Abuse -

<https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

2.12.4. Neglect

Neglect is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development. Children who are neglected often also suffer from other types of abuse. Neglect usually indicates a relationship issue between the parent and child.

A key task for staff and volunteers is to record all instances of neglect, however minor. This builds up a picture of the child's lived experience and provides the crucial evidence required at point of referral. There are many different aspects in which neglect can manifest:

- Physical Neglect or Deprivation of Needs
- Medical Neglect
- Supervisory Neglect
- Environmental Neglect
- Educational Neglect
- Emotional Neglect



2.13. Specific safeguarding concerns

2.13.1. Bullying and Child-on-Child Abuse

Our **school** may be the only stable, secure, and safe element in the lives of children at risk of, or who have suffered harm. We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Nevertheless, whilst at school, their behaviour may be challenging and appear defiant, or they may instead be withdrawn, or display abusive behaviours towards other children: research suggests that 30% of child abuse is perpetrated by those under 18. Our school recognises that children can abuse their peers and staff are trained to understand and implement the school's policy and procedures regarding child-on-child abuse. All child-on-child abuse is unacceptable, will be taken seriously and follow the same procedures as any other safeguarding concern. Advice and guidance has been produced [Preventing and Tackling Bullying](#)

Child-on-child abuse can manifest itself in many ways and can include, but is not limited to:

- bullying (including cyberbullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence/harm, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Up skirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence, which comes under The Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim;
- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's anti-bullying procedures.

The subject of bullying is addressed at regular intervals in PSHE education. All members of staff receive a copy of the school's behaviour and anti-bullying policies as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child on child abuse proactively. All parents/carers can also access the policies by requesting from the school.

We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls'. It is important for us to consider the wider environmental factors and context within which child on child abuse occurs. We will also consider the potential for the impact of the incident to extend



further than the school's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the Internet Watch Foundation at <https://www.iwf.org.uk/>

We use lessons and assemblies to help children understand, in an age and developmentally appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. This includes using online resources which highlight the risks associated with sharing nude images – <https://www.lgfl.net/online-safety/resource-centre?s=1>. We also have a stand-alone Anti-bullying and child-on-child abuse policy to address this issue in more depth.

Our school understands the different gender issues that can be prevalent when dealing with child-on-child abuse. Children who are lesbian, gay, bi, or trans + (LGBT+) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to support our school/ college counter homophobic, bi-phobic and transphobic bullying and abuse.

2.13.2. Sexual violence/harm/and sexual harassment

Sexual violence/harm, sexual harm and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Staff are aware of sexual violence/harm and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence/harm and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable.

Children who are victims of sexual violence/harm and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. While it is important that all victims are taken seriously and offered appropriate support, staff are trained to be aware that it is more likely that girls, children with SEND and LGBT children are at greater risk of sexual violence/harm and sexual harassment and more likely it will be perpetrated by boys.

When referring to sexual violence/harm, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone



consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- A child under 18 cannot consent to any sexual activity with a person in a position of trust
- The age of consent is 16.
- Sexual intercourse without consent is rape.

Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence/harm.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence/harm. We therefore recognise the importance of identifying and challenging sexual violence/harm and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum. All staff recognise the importance of:

- making clear that sexual violence/harm and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence/harm or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, lifting skirts and up skirting.
- Dismissing or tolerating such behaviours risks normalising them.

The school/college will respond to reports in accordance with Part 5 of [Keeping children safe in education 2023](#). Schools may also find it useful to refer to the [Farrer child on child abuse toolkit](#). All responses to reports of sexual violence/harm will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using their professional judgement, and supported by other agencies, such as children’s social care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

2.13.3. Risk assessment

- The risk and needs assessment will consider:
 - the victim, especially their protection and support.
 - the alleged perpetrator/s (if she/he/they attend the same school/college); and
 - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- The DSL or DDSL should ensure they are engaging with children’s social care and specialist services as required.
- Police are notified when a crime may have occurred.
- Where there has been a report of sexual violence/harm, it is likely that professional risk assessments by social workers and or sexual violence/harm specialists will be required.

2.13.4. Action following a report of sexual violence, harm and/ or sexual harassment - what to consider

The DSL (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school/college’s initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence/harm and sexual harassment. Victims will be given as much control as is reasonably



possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school/college not to tell anyone about the sexual violence/harm or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse.
- whether there are ongoing risks to the victim, other children, adult students, or school/college staff.
- informing parents/carers unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence/harm or harassment.

2.13.5. Children sharing a classroom - initial considerations following a report of sexual violence/harm/harassment

Any report of sexual violence/harm or harassment is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult regarding the victim and proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with the appropriate local authority's children's social care and the police, the alleged perpetrator will usually be removed from any classes they share with the victim. Consideration will also be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school/college premises and on transport to and from the school/college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence/harm and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school/college premises and transport, will be considered immediately. In all cases, the wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

We take particular note of sexual violence/harm or harassment that takes place at Joseph Clarke School, ensuring that all disclosures are taken seriously and that pupils are given support, reassurance, and information about laws in place to protect them from sexual violence and sexual harassment. Where possible, support to the victim, support for the alleged perpetrator and any sanctions will be maintained at the same time as appropriate and on a case-by-case basis. This will be determined by risk assessment, liaison with LA, family and with consideration of the victim's needs. We are cognizant that the needs of our pupils may impact on their understanding of what is and isn't appropriate behaviour towards their peers and therefore the needs of the alleged perpetrator will always be considered in order to provide effective support for all parties involved.

Lorraine Boyse is the named lead for dealing with incidents of sexual violence/harm and/or harassment and has received AIM training in order to be able to carry out risk assessments. She is supported by the Trust Safeguarding Lead, if required.

2.14. Children Missing from Education (CME)

All children, regardless of their age, ability, aptitude, and any special education needs they may have, are entitled to a suitable full-time education. It is important to the wellbeing of all pupils and enables them to access the opportunities made available to them at school. Our school recognises that a child missing education is a potential



indicator of abuse or neglect, including sexual abuse or exploitation, child criminal exploitation, radicalisation or mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Attendance, absence and exclusions are closely monitored, and same day checks are undertaken on the first morning of absences.

The Attendance Policy is set out in a separate document and is reviewed yearly by the trustees. The school operates in accordance with statutory guidance [Children Missing Education \(DfE 2016\)](#). We have revised our Attendance Policy to take into account [“Working together to improve school attendance”](#) and have also provided parents with guidance as to our expectations relating to attendance: for example, they should always inform us of the reason for any absence and are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.. Where contact is not made, a referral may be made to another appropriate agency i.e. Behaviour, Attendance and Children Missing Education (BACME), the appropriate local authority’s children’s social care and/or police. The DSL and Family Support Team will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing repeatedly and/or are missing for periods during the school day.

2.15. Children who run away or go missing from home or care

Joseph Clarke School recognises that children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

[Keeping children safe in education 2023](#) highlights that [Statutory Guidance on Children who Run Away or go Missing from Home or Care](#) 2014 requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return. RHIs are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity. RHIs are undertaken by practitioners who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the local authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to an RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to plan for the interview. In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school/college day are utilised.

2.16. Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. Contextual safeguarding means that assessments of children should consider whether wider environmental factors which are present in a child’s life that are a threat to their safety and/or welfare. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child’s life are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community.

2.17. Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a form of sexual abuse which can happen to any child or young person of any gender and from any background or community and where children are sexually exploited for money, power, or



status. It occurs where 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. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online.

In Waltham Forest, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

"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".

Some of the indicators of CCE can also be indicators of CSE, as can:

- children who have older boyfriends/girlfriends
- children who suffer from sexually transmitted infections or become pregnant

Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to other criminal activity including trafficking and illegal drugs. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The Department for Education have produced: [Child sexual exploitation: definition and guide for practitioners.](#)

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The DSL will lead on these issues and work with other agencies as appropriate.

2.18. Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) occurs where 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 and/or criminal activity:

- in exchange for something the victim needs or wants, and/or
- for the financial advantage or increased status of the perpetrator or facilitator.
- through violence or the threat of violence

The victim may have been criminally exploited even if child does not view themselves as a victim. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (see section below on County Lines), forced to shoplift or pickpocket or to threaten other young people. Victims of CCE can be of any gender. Children and young people are often unwittingly drawn into criminal exploitation through the offer of friendship, relationships and care, gifts, drugs, alcohol, money and accommodation. Some of the following can be indicators of CCE.

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late



- children who regularly miss school or education or do not take part in education.

Waltham Forest has taken a public health approach to children and young people's criminal exploitation by organized criminal groups (OCGs) and gangs. Our school works with key partners locally to prevent and respond to child criminal exploitation in accordance with the latest government guidance:

<https://www.childrensociety.org.uk/information/professionals/resources/county-lines-toolkit>

2.19. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence/harm) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes, and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

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

All concerns about children suspected to be at risk of or involved in county lines will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting the appropriate local authority's children's social care in order to establish whether a referral is required. The Home Office and the Children's Society published guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HO_CountyLinesGuidance_-_Sept2018.pdf

2.20. Serious violence

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime; and are trained to record and report any concern about children at risk of or involved in perpetrating serious violence as with any other safeguarding concern.

Indicators may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

2.21. Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. They may also suffer domestic abuse in their own intimate relationships (teenage relationship abuse). Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children: on their health, well-being and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.



Waltham Forest has adopted the Safe & Together model of working with children affected by domestic abuse. This includes working in partnership with the abused parent and holding the perpetrating parent to account. Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional abuse

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting the appropriate local authority's children's social care in order to establish whether a referral is required, or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

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

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- Safe Lives which can be found here: safelives.org.uk/

2.22. Female Genital Mutilation (FGM)

FGM is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth and risks to the unborn child. FGM is carried out on girls of any age, from new-born to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer vacation period.

FGM is a form of child abuse and illegal in the UK under the [Female Genital Mutilation Act 2003](#). Any person found guilty of an offence under the [Female Genital Mutilation Act 2003](#) is liable to a maximum penalty of 14 years imprisonment or a fine, or both. As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. This is known as mandatory reporting. Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the police. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

2.23. Forced Marriage

Forced Marriage is one entered without the full consent of one or both parties. It is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence/harm and abuse. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether



to accept the arrangement remains with the prospective spouses. Guidance created by the Forced Marriage Unit should be reviewed for further information - [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the [Anti-Social Behaviour, Crime and Policing Act 2014](#).

2.24. Prevent: Protecting Children from Radicalisation & Extremism

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development, they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target and groom young people. Young people who feel isolated or disaffected in some ways are particularly vulnerable to radicalisation as they are other forms of abuse and exploitation.

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the [Prevent duty](#). It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues
- Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the DSL is responsible for the school’s strategy for protecting children from those risks.

The school has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. Joseph Clarke School is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

We also recognise the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the



DSL or DDSL will make appropriate referrals to the police Prevent team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

2.24.1. Channel

Channel is a voluntary, confidential national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Our school works in accordance with local procedures for Prevent and with other agencies, sharing information and concerns as appropriate. Prevent referrals may be considered at the local Channel panel. The Channel panel is made up of multi-agency professionals who discuss the individuals referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. The DSL may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at: [Channel guidance](#).

The Home Office has developed three e-learning modules:

- [Prevent awareness](#) e-learning offers an introduction to the Prevent duty.
- [Prevent referrals](#) e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness](#) e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.
- [Educate Against Hate](#) is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism.
- The Education and Training Foundation (ETF) hosts the [Prevent for FE and Training](#).

3. Helping children to recognise risk and access support

A key mechanism for keeping children safe in education is ensuring that they are given an understanding of how to recognise risk and where to go for help when they need it. Giving children and young people an understanding of what is and is not appropriate in professional conduct and in their home/care can improve identification of concerns and reporting about themselves and their peers. School staff can enhance this further by building trusting relationships with children, using professional curiosity, and speaking to the DSL about any concerns for a pupil.

Joseph Clarke School encourages a range of ways for children and young people to report concerns. These take into account their special educational needs and disabilities. For our pupils, talking to a trusted adult is especially effective, as is writing down their concerns.

[Keeping children safe in education 2023](#) requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online safety, as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.



Relationships Education is compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education is compulsory in all schools except independent schools. Statutory Guidance on [Relationships and sex education \(RSE\) and health education](#), which can be found online, contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Pupils who identify as LGBTQ+ or are assumed to be LGBTQ+ are likely to be more vulnerable to abuse. **At Joseph Clarke School we have a zero-tolerance approach to all forms of discrimination.** Therefore LGBTQ+ inclusion is also covered within the curriculum and this aligns with our values of Respect and Compassion.

Joseph Clarke School understands the importance of preventative education in the context of a whole-school or college approach. Our aim is to ensure that this prepares pupils and students for life in modern Britain.

[Making sense of relationships](#) is an NSPCC resource to support children and young people's development of healthy relationships through comprehensive PSHE lesson plans for KS2-KS4.

3.1. Children and young people's disclosures to staff

Children and young people may disclose concerns to staff. They may do so knowing that what they are disclosing is a concern, but sometimes they will be unaware that their disclosure will signal concerns. Wherever possible, staff should make the time and space to listen and understand what the child / young person is disclosing. Staff should not be afraid to respond to children naturally, as they would for any other disclosure, and should respond with compassion and empathy.

If disclosures are concerning but vague, the DSL (or other staff) may need to speak to the child further in order to obtain enough information to meet threshold. In these circumstances, DSL and staff should agree how this will take place and the practitioner should use open questions (including, questions starting with 'when', 'where', 'why', 'how', etc).

3.2. Especially vulnerable pupils

To ensure that all our pupils receive equal protection we will give special consideration to children who are particularly vulnerable.

The following factors are included:

- Mental health concerns
- Young carers
- Transgender children / young people
- 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 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 additional vulnerable groups and is not exhaustive.

3.2.1. Children who need a social worker (Child in Need and Child Protection Plans)

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

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes, all of which should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions in relation to safeguarding and promoting welfare (i.e., responding to unauthorised absences or missing education episodes and the provision for pastoral and/or academic support).

3.2.2. Children who are looked after or were previously looked after

Children who were previously looked after, such as those adopted or under Special Guardianship Orders, potentially remain vulnerable. The school ensures that staff have the necessary skills and understanding to keep children who are looked after and children who were previously looked after safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child.

The designated teacher for children who are looked after and previously looked after, and the DSL, hold details of the social workers for all children who are looked after or were previously looked after; and the name and contact details of the appropriate local authority's virtual school head for children who are looked after. The virtual school head works in partnership with the designated teacher to ensure that pupil premium plus funding is appropriately used to promote the needs and educational achievement of looked after children or formerly looked after children. The virtual school head also has strategic oversight of the educational attendance, attainment and progress of all children who have an allocated social worker.

3.2.3. Care Experienced Young People

Local authorities have ongoing responsibilities to young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Advisor who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. The DSL will have details of the local authority Leaving Care Coach appointed to guide and support all care leavers; and should liaise with them as necessary regarding any issues of concern affecting an experienced young person.

3.2.4. Children requiring mental health support

We have an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

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



Immediate action should be taken in response to any mental health concerns about a child. Action will also be taken where there is a safeguarding concern already present, through reporting the concern to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting the appropriate local authority's children's social care to establish whether a referral is required, or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

Advice to help identify children in need of extra mental health support, which includes working with external agencies can be found in the [mental health and behaviour in schools guidance](#). Colleges may also wish to follow this guidance as best practice.

Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including guidance on [Promoting children and young people's emotional health and wellbeing](#). Resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

3.2.5. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not replace a referral into the appropriate local authority's children's social care where a child has been harmed or is at risk of harm.

3.2.6. Private Fostering

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 under 18 if the child is disabled. 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 the appropriate local authority's children's social care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to the appropriate local authority's children's social care, the school will encourage parents and private foster carers to notify them and will share information as appropriate.

3.2.7. So-called 'honour based' abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA. Regardless of the motivation, staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the police, and/or the appropriate local authority's children's social care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

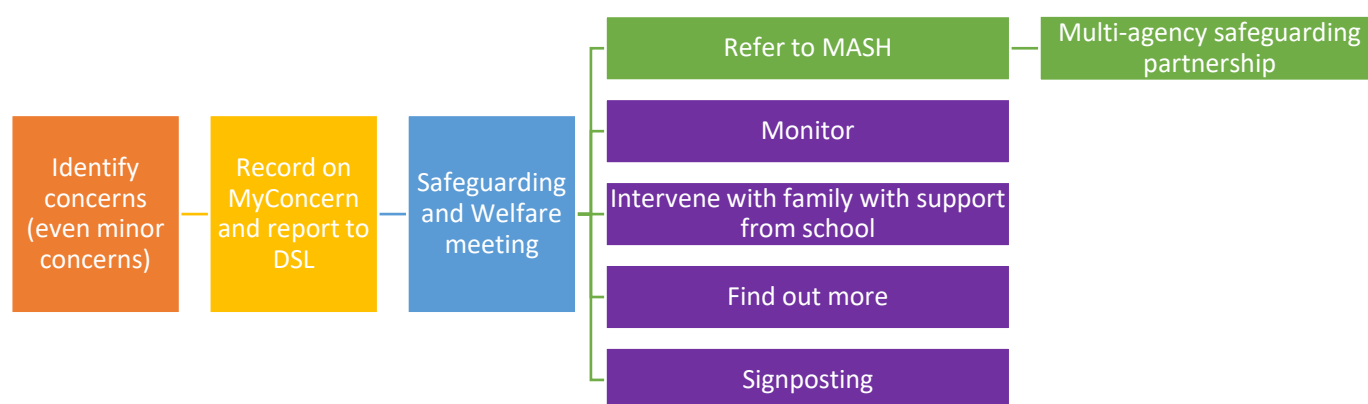


3.2.8. Children with a family member in prison

Children and young people who have a family member in prison should be supported appropriately. Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. We will seek to support pupils in this position through pastoral care, early help and discussions with parents/carers and other family members as appropriate.

For more information, see: www.prisonersfamilies.org/ The Prisoners' Families Helpline is 0808 808 2003.

4. Safeguarding Procedure in Joseph Clarke School



4.1. Information sharing

The [Data Protection Act 2018](#) controls how personal information is used by organisations, businesses or the government and is the UK's implementation of the General Data Protection Regulation (GDPR). For a guide to GDPR see <https://www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation>.

The DPA (2018) **does not prevent the sharing of information for the purposes of keeping children safe**. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. See [Data protection: a toolkit for schools 2018](#), guidance developed to support schools with data protection activity, including compliance with GDPR.

When deciding whether information needs to be shared with practitioners within the setting or with other agencies, practitioners should take account of the following principles, bearing in mind that the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child:

- Necessary & Proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

Practitioners should consider when they share information, how and how much they share, and where possible they should be transparent about the fact that they're sharing. It is important to acknowledge that sharing of all information that could be regarded big or small is essential for the protection of the child.

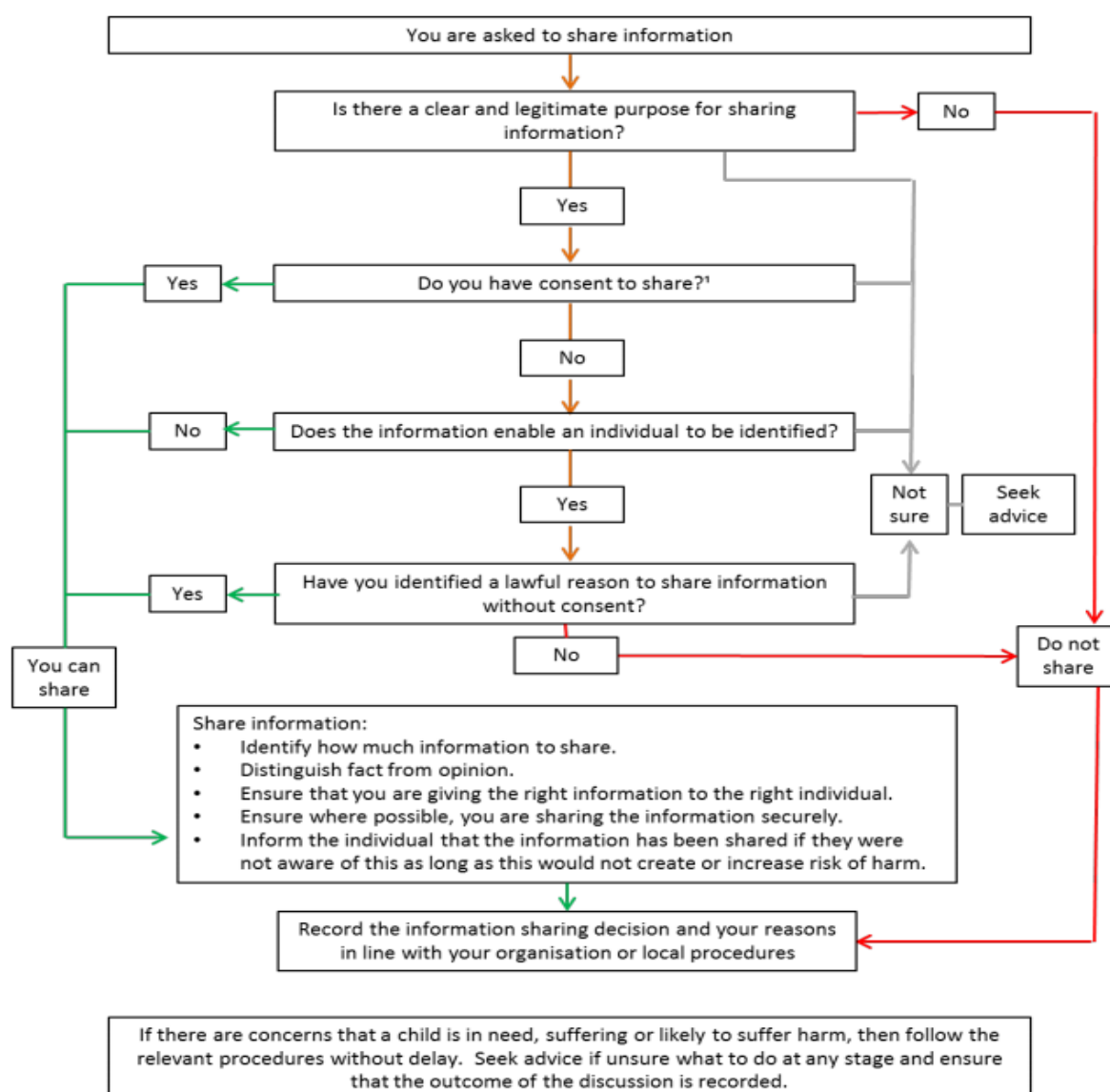


Although the process for deciding whether to share information is the same within and outside the setting, in terms of proportionality and the need to know, sharing information with practitioners from other agencies (even if based in school / college) needs to be documented. It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should report all safeguarding concerns to the DSL or Principal and, in the case of concerns about the Principal – to the Chair of Trustees. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the data protection officer who will support the DSL with what can and should be shared.

Every effort will be made to prevent unauthorised access to sensitive information. Portable devices such as mobile phones, laptop computers, tablets or on portable media have the appropriate level of encryption, use cloud storage and have two-stage authentication. Devices will be locked away when not in use.

Flowchart of when and how to share information





If in doubt about sharing, see: [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) 2018.

4.1.1. Transitions

All schools are responsible for ensuring appropriate transitions from one setting to another. This includes preparing children and welcoming them appropriately and sharing the full pastoral and safeguarding context of a child, required for the new setting to understand behaviours within a full context of experiences by the child – this would also include tried and tested strategies.

Where possible, school transitions teams must endeavour to meet every new child within their setting, prior transfer. The child's safeguarding file should be transmitted electronically via the online safeguarding system **within five working days** of the new term starting or, when a child transfers in-year, within five working days of them leaving the school. Otherwise, PDF versions can be sent by secure email or by recorded delivery to the named DSL in the new setting.

4.1.2. Recording

Recording of concerns should take place as close in time to the incident as reasonably possible, by using **Safeguard** via unique log-ons. There are shared computers in place for this purpose for those sessional members of staff who do not have their own computer. Where concerns are serious, in addition to logging concerns, staff should seek to speak to a DSL immediately either in person or by phone.

4.2. DSL Decision-Making

Once concerns are identified and shared with DSLs, DSLs and involved staff will decide together how best to proceed to support the child and to mitigate the risk. DSLs can consult with MASH at any point.

Options for action are:

Pastoral Care	Keeping children safe in education 2023 acknowledges the casework that schools undertake on a pastoral level. This includes managing any support for the child internally via the school's own pastoral support processes. If pastoral staff are engaged, they must work alongside safeguarding staff, and DSLs would take the lead on decisions about progressing a case.
Early Help (MASH)	Schools can refer children and families for early help assessment and support, with the informed consent of parents.
Referral to statutory services (MASH)	A referral must be made to MASH/children's social care (and if appropriate the police) immediately if the child is: <ul style="list-style-type: none">• A child in need; defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services;• or a child who is disabled• Suffering, or likely suffering, harm.

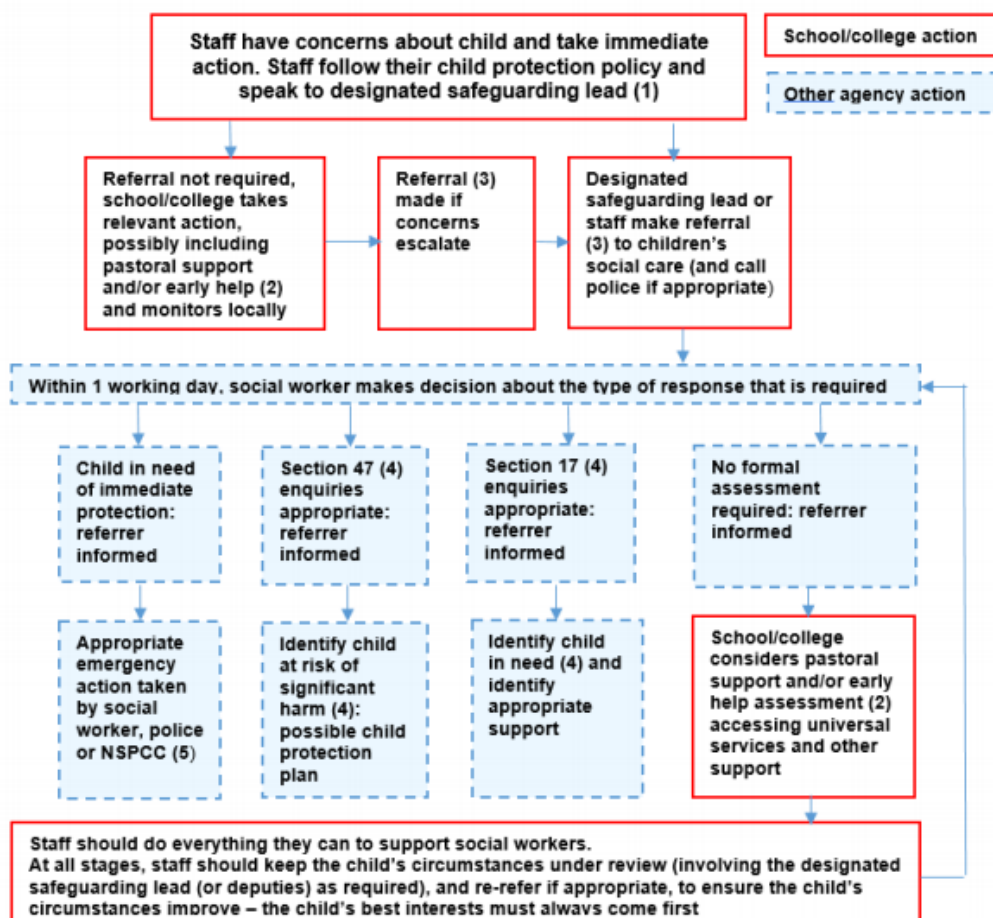


Allegation of harm to a child by a practitioner

If the alleged harm to a child is caused by a practitioner or a volunteer, the Principal should be notified immediately and LADO should be consulted within one working day.

Following a number of cases nationally where senior leaders in schools failed to act upon concerns raised by staff, [Keeping children safe in education 2023](#) emphasises that any member of staff must contact and/or make a referral to the appropriate local authority's children's social care if they are concerned about a child, if their DSL does not share their views.

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO).



4.3. Referrals

[Multi-agency Safeguarding Hub \(MASH\)](#) is Waltham Forest's single point of referral to social care for concerns regarding children, young people and vulnerable adults:

- Early Help (parental consent needed)
- Child in Need
- Child Protection
- Adult Safeguarding

Referrals to the MASH should be made immediately when there is a concern that the child is suffering significant harm or is likely to do so. It is good practice to notify MASH by phone and/or email to discuss the situation prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to decide to come and see the child that same day in school, if deemed necessary.

In **Joseph Clarke School** the DSL ordinarily takes responsibility for the referral process, in consultation with staff who know the child. Still, there are circumstances where another member of staff must refer without delay:

- If for some reason (e.g., during the summer break), the DSL is not available, the referral should be made without delay by any other member of school staff
- If you disagree with your DSL's decision not to refer a case to MASH, it is your responsibility to refer the case, and to respectfully inform the DSL that you are doing so.

Should another member of staff refer instead, the DSL must be consulted and updated as soon as possible. Referrals should be uploaded to Safeguard without delay.

4.4. Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively, and the DSL or DDSL will make usually contact with the parent in the event of a concern, suspicion, or disclosure. Our focus is the safety and wellbeing of the pupil. Therefore, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from the appropriate local authority's Children's Social Care.

4.5. Holding children in school after a referral to MASH

Sometimes MASH social workers and police will want to see a child on the day of referral to ensure that they are safe to go home. In such cases, they will ask you to keep the child in school until the visit has taken place. This is because it can take time to organise the visit with an available social worker and/or police officer. Sometimes families will be asked to wait at school before a child is released to them, and they may be asked not to see their child during this time. This can be stressful and uncomfortable for both schools and families and sometimes all are kept at school until late in the evening. School should prepare families for the length of time this process can take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

Schools do not have powers to Prevent a child from leaving their school when a parent arrives. As such, if a parent refuses to comply with the request for their child to remain in school until a professional can speak to them, the school should inform the parent that they will be alerting emergency services. The school should then inform the social worker and police immediately.

4.6. Support for pupils, families and staff

Child abuse is devastating and traumatic for children. Even those parents who hurt their children will be distressed. It can also result in secondary trauma in those staff who are involved in these cases. We will support pupils, their families, and staff by:



- Taking all concerns and disclosures seriously
- Nominating a link person (*usually the DSL*) who will keep all parties informed
- Appointing a separate link person if the DSL is the subject of an allegation
- Prioritising mental health and resilience, and accepting that everyone can have a bad day
- Responding sympathetically to any request from pupils or staff for time out to deal with distress
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- Storing records securely
- Signposting to helplines, counselling, or other avenues of external support
- Following procedures in safeguarding, whistleblowing, complaints, and disciplinary procedures
- Co-operating fully with relevant statutory agencies.

5. Practitioners' Code of Conduct

This policy should be read alongside Joseph Clarke's Code of Conduct. Practitioners are in a position of trust and authority and have a duty of care towards the children and young people we work with.

All practitioners are likely to be a **role model** and are expected to act appropriately; this includes:

- Prioritising the welfare of children and young people
- Providing a safe environment for children and young people
- Following principles, policies and procedures and staying within the law
- Challenging all unacceptable behaviour & reporting any breaches of the Code of Conduct immediately

All practitioners must ensure that the **rights of the child** are upheld throughout their practice, including:

- Treating children and young people fairly and without prejudice or discrimination
- Understanding that children and young people are individuals with individual needs
- Respecting differences in gender, sexual orientation, culture, race, ethnicity, disability and religious belief systems, and appreciate that all participants bring something valuable and different
- Challenging discrimination and prejudice
- Encouraging young people and adults to speak out about attitudes / behaviour that makes them uncomfortable.

In forming **appropriate relationships** with children, all practitioners should endeavour to:

- Promote relationships that are based on openness, honesty, trust, and respect
- Be patient and considerate of any individual child's developmental capacity
- Exercise caution when you are discussing sensitive issues with children or young people
- Ensure all contact with children and young people is appropriate and relevant to the work
- Ensure that whenever possible, there is more than one adult present during activities with children and young people, or that the practitioner is in sight of others. For example, we have vision panels in all doors.
- Only provide intimate/personal care in an emergency and make sure there is more than one adult present, if possible, unless personal/intimate care is explicitly part of their role and they have received appropriate training.



Practitioners should always demonstrate respect towards children, including:

- Listening to and respecting children
- Valuing and taking children's contributions seriously, actively involving them in planning activities
- Respecting a young person's right to personal privacy as far as possible
- If breaking confidentiality to follow safeguarding procedures, it is important to explain this to the child or young person at the earliest opportunity, and to keep them updated as to what is happening.

Inappropriate / unacceptable behaviour in practitioners, that must always be reported, includes:

- Allowing concerns or allegations to go unreported.
- Taking unnecessary risks.
- The use of illegal substances, smoking on site and/or consuming alcohol on site or during working hours.
- Developing inappropriate relationships with children and young people, including any private communications. This may include showing favouritism or forming exclusive relationships with children. Making inappropriate promises to children and young people: this includes promising confidentiality when a disclosure is taken.
- Engaging in behaviour that is in any way abusive, including having any form of sexual contact with a child or young person.
- Letting children and young people have their personal contact details (mobile number, email, or postal address) or have contact with them via a personal social media account.
- Acting in a way that can be perceived as threatening or intrusive.
- Patronising, belittling children and young people or using humiliating language such as making sarcastic, insensitive, derogatory or sexually suggestive comments or gestures to, or in front of, children and young people, including sexual staring.

If practitioners fail to act within the above guidelines, or fail to report breaches, they will be subject to disciplinary procedures. Depending on the seriousness of the situation:

- Practitioners may be asked to leave the school, temporarily or permanently
- School may make a report to statutory agencies such as the police and/or the local authority child protection services or LADO.

All reports should be made in confidentiality to the Principal and, if the Principal is the cause of concern, to the chair of trustees.

6. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect, exploitation, and radicalisation and to know what to do if they have a concern. New staff, volunteers, and governors, including supply staff, will receive a safeguarding induction which will include online safety and:

- the school's safeguarding policy
- the staff behaviour policy (code of conduct)
- the identity and role of the DSL and all Deputy DSLs
- the school's behaviour policy
- the school's safeguarding response to children who go missing from education.



All staff, including the Principal (unless the Principal is the DSL), volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of the local safeguarding partnership.

The DSL will attend training for newly appointed DSLs and refresher training within a two-year period. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development. This includes attendance at the DSL Forums run by LBWF.

All staff should be aware that abuse, neglect, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap one another. All staff should also be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSL, should consider whether children are at risk of abuse or exploitation in situations outside their families. All staff will be made aware of the increased risk of abuse to certain groups as previously outlined; and will receive training in relation to keeping children safe online.

In addition, the Principal (and/or other school leaders as appropriate) and at least one trustee (usually the chair) will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or trustees that have attended safer recruitment training within the past three years.

7. Allegations against staff and volunteers (ASV)

To manage allegations against professionals, every Local Authority appoints a Designated Officer (LADO). The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

The term “professional” in this context includes paid employees, volunteers, casual/agency staff and self-employed workers who will have contact with children as a part of their role. The LADO ensures that all allegations or concerns about professionals or adults working or volunteering with children are recorded appropriately, monitored and progressed in a timely and confidential way. The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO provides advice and guidance to employers and voluntary organisations, liaising with the police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

The LADO is available for consultation via email [lodo@walthamforest.gov.uk](mailto:lado@walthamforest.gov.uk) or by telephone discussion 0208 496 3646 for anyone who has a concern that a person who works or volunteers in a capacity that brings them into contact with children in Waltham Forest, may pose a safeguarding risk.

Any allegations or concerns MUST be reported to the LADO within 24 hours (or one working day) of it coming to notice.



Low level concerns should always be undertaken in consultation with the LADO in congruence with local procedures and guidance in order to verify whether a perceived low-level concern meets the harm threshold. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised by a previous employer but not met the threshold for investigation.

Whilst the LADO will only record those allegations which appear to meet the threshold for consideration within these procedures, the Principal should record any concern that arises in respect of a member of their staff, volunteers, and contractors. All such concerns should be promptly shared with the Principal, who may wish to consult the DSL to consider the most appropriate response. Employers of supply staff or contractors must also be notified to ensure any emerging patterns can be identified.

In normal circumstances, the LADO will be contacted by the Principal. It is important to note that anyone can contact the LADO if they are concerned about a person's conduct with children. In Waltham Forest, the LADO will accept a referral from any person who wishes to report a concern that meets the criteria above.

If there are any concerns that a member of staff (including supply teachers) or volunteer has caused harm (emotional, physical, sexual, neglect) to a child, this represents an allegation against staff and volunteers. All allegations against staff (including supply teachers) and volunteers must be reported to the Principal in the first instance. The person against whom the allegation is made should not be notified at this point. If the allegation is against the Principal the concerns must be reported to the chair of trustees and the LADO.

You should:

- report it to Principal at your school as soon as possible, however trivial it may seem.
- maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocols

You should not:

- attempt to deal with the situation yourself.
- make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents.
- keep the information to yourself or promise confidentiality.
- take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents or carers.

The full procedures for dealing with allegations against staff can be found in Part 4 of Keeping children safe in education 2023 and Part 7 of the London Child Protection Procedures, which can be found online. There is also an Allegations against Staff policy which contains further details and information about the procedures for dealing with allegations and low-level concerns at Joseph Clarke School.

8. Whistleblowing

The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence, and for a sensitive enquiry to take place. Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct, Allegations against staff policy and Whistleblowing policy. Staff are expected to report all



concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's staff behaviour policy (code of conduct) – to the Principal; this should facilitate proactive and early intervention to maintain appropriate boundaries and a safe culture that protects children and reduces the risk of serious abuse in school.

Concerns or complaints about the Principal should be reported to the chair of trustees. For those who feel unable to raise these concerns internally, for whatever reason, they can contact the local authority designated officers (LADOs) who have oversight of allegations against practitioners and volunteers in the borough: lado@walthamforest.gov.uk or 0208 496 3646. Alternatively, staff can call the NSPCC whistleblowing helpline on 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

9. Complaints procedure

Joseph Clarke's complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection / LADO action.

Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying, or belittling a pupil or discriminating against them in some way. Complaints are managed by the Principal, or an allocated member of the executive leadership team or trustees when the Principal is the subject of the complaint.

A copy of the complaints procedure is available on our website. Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures. Complaints which escalate into a child protection concern / LADO referral will automatically be managed under these procedures in school.

10. Maintaining a Safe Site

10.1. Visitors & Site security

Visitors to Joseph Clarke School including contractors, are asked to sign in and out and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school/college are kept safe.

The Principal will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site. Social workers attending school to carry out statutory work with children must be allowed to do so, if they supply appropriate identification. Should the school have concerns about their identity, they should speak to the social worker's manager and request an email confirmation.

If schools require other visitors to show DBS certificates as a condition to entry, they must give visitors adequate notice of this requirement. Having sight of DBS certificate is not enough reason for allowing a visitor full, unsupervised access to the **school** and pupils – this must be done in conjunction with other reasonable checks and vetting.



There is an expectation that visits by external persons will usually and wherever possible have been planned in advance.

10.2. Behaviour Management

Our behaviour policy is set out in a separate document and is reviewed at least annually by the trustees. It is shared with all staff before they start working with children as part of their induction. The policy is transparent to staff, parents and pupils.

10.3. Use of reasonable force

All staff should be familiar with the statutory guidance for schools on [The Use of Reasonable Force in Schools 2013](#). When working with children with SEND, staff should have a full working knowledge of [Reducing the Need for Restraint and Physical Intervention with Children with SEND 2019](#) and [Keeping Children Safe in Education 2023](#) highlights that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Staff should deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own 'triggers' and 'early warning signs' and distracting or helping children to see a positive way out of a difficult situation. However, the school supports staff to intervene physically and to use reasonable force when all those strategies are unsuccessful in calming a situation and a risk of violence, serious damage to property or disruption to the school remains. Staff should always be able to demonstrate that any such intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period, deploys the minimum force that is necessary and is never used as a sanction.

10.4. Searching Children

In accordance with DfE guidance [Searching, screening and confiscation - Advice for Principals, school staff and governing bodies](#), school staff can search a pupil for any item if the pupil agrees.

The Principal and any member of staff authorised by the Principal also has a statutory power to search pupils or their possessions, where they have reasonable grounds for suspecting that the pupil may have one or more of the following prohibited items in their possession:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- indecent images of children
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

The Principal and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. When designating a member of staff to undertake searches under these powers, the Principal should consider whether the member of staff requires any additional training to



enable them to carry out their responsibilities. School staff can confiscate any prohibited item found because of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

Searching staff must be the same gender as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and / or without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

What the law says:

- The person conducting the search may not require the pupil to remove any clothing other than outer clothing.
- 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves.
- 'Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
- A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.
- The DSL must be aware of the requirement for children to have an Appropriate Adult where an intimate search is being considered/conducted. Further information in respect of the role and duties of an appropriate adult can be found in the Statutory guidance:

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

10.5. Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective safeguarding, health & safety, and whistleblowing arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's safeguarding policy and procedures apply. If another body provides services or activities on the school site, if another body provide services or activities on the school site, the board of trustees and/or Principal will seek written copies of external providers child protection policies and procedures and ensure that appropriate arrangements are in place to liaise should there be any child protection concerns raised. School staff receiving allegations relating to another body using the school site should follow school safeguarding policies and procedures.

10.6. Photography and images

To protect pupils, we will:

- Seek their consent for photographs or video images to be taken, including consent for the reasons for which photos will be used and how long they will be kept as per Data Protection legislation.
- Seek parental consent for the same.
- Ensure pupils are appropriately dressed
- Encourage pupils to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:



- Avoid naming children when possible
- If it is necessary to name children, use first names rather than surnames
- If children are named, avoid using their image
- Establish whether the image will be retained for further use, where and for how long
- Ensure that images are stored securely and used only by those authorised to do so.

For the protection of pupils and staff, only school owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities including residential visits.

Parents are welcome to take photographs of their own children only during school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parents may be asked not to take photographs during concerts/performances in order not to distract children who are performing or other audience members). Parents must not publish (including on social media) photographs of other children inadvertently captured during school events without the express permission of the parents of those children. Parents are also welcome to video record their own children only during school activities, subject to the same terms and conditions as for photographs above.

There may be occasions when parents are requested not to take photographs where a child is subject to social care procedures or who requires protection of their identity and whereabouts. They will not be singled out; in this instance, a blanket ban will be imposed.

Visiting practitioners who work directly with children are subject to the same restrictions as school staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises specifically for professional purposes only and in order to support the school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building

10.7. Online Safety

Children and young people commonly use electronic equipment including mobile phones, tablets, and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat, TikTok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication, and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation including grooming; radicalisation; technology often provides the platform that facilitates harm.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views.
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to handheld devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Pupils are not allowed to access their personal devices during school hours.



The school's online safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. The school has appropriate filters and monitoring systems in place to protect children from potentially harmful online material. We will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will consider and evaluate any emerging risks our students face when participating in online activity.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

All staff receive online safety training and are trained to be vigilant about and to report any concerns about risk to children online in the same way that they notice and report offline concerns.

The school's online safety contact is: Chadia Filali-Moutei

Staff are expected to respond to online challenges and online hoaxes and should refer to [Harmful Online Challenges and Online Hoaxes \(DfE, Feb, 2021\) Advice for schools and colleges to support their approach to harmful online challenges and online hoaxes.](#)

10.7.1. Remote Learning

It is essential that information is shared with parents and carers which outlines how online learning is being delivered. This should include explicit details of sites that will be accessed, staff that pupils will interact with, and how this is being monitored. There must also be robust strategic oversight to ensure that monitoring systems are effective, and that staff are able to identify and report concerns.

10.7.2. Online communication between staff and pupils

Staff must be aware of the acceptable use policy, and this should give advice regarding personal online activity, use of social networking and electronic communication. Under no circumstances is it acceptable for staff to communicate via personal devices / social media with pupils. Staff found to be in breach of these rules may be the subject of a referral to the LADO and/or may be subject to disciplinary action.

10.7.3. Online filters and monitoring

All staff have been given information about the provisions in place. Any potential concerns should be reported to the online safety lead who undertakes an annual review to ensure harmful and inappropriate content is blocked.

Governors/Trustees and proprietors regularly review the filters and monitoring systems in place to ensure effectiveness.

10.8. Education at home

Wherever possible the school will seek to have a meeting with the family and LA when there is a request for elective home education to ensure that there is a smooth transition for the pupil. Schools will notify the appropriate Local Authority when parents inform them a child is to be home educated.



Appendix 1: Thresholds and Practice for Working with Children and Families in Waltham Forest

The Think Family Vision for all families in Waltham Forest is to be Safe, Well, Independent, and Resilient.

There are four levels of need:-

Tier 1: Children with no additional needs = Good Outcomes

These are children with no additional needs; all their health and developmental needs will be met by universal services. These are children who consistently receive child-focused care giving from their parents or carers and the community. The majority of children require support from universal services alone.

What is the difference between Good Outcomes and Level 1 Emerging needs?

In Waltham Forest, we make a clear distinction between Good Outcomes where children have no additional needs, and Level 1 Emerging needs to reflect those children who have low level vulnerability whose additional needs can be met by a single agency in universal services.

Tier 2: Early Help = Level 2 Multiple needs

These are children with additional needs, who may be vulnerable and showing early signs of abuse and/ or neglect; their needs are not clear, not known or not being met. These children may be subject to adult focused care giving. This is the threshold for a multi-agency Early Help assessment to begin. These are children who require a lead professional for a co-ordinated approach to the provision of additional services such as family support services, parenting programmes and children's centres. These will be provided within universal or targeted services provision and do not include services from children's social care.

Tier 3: Children with complex multiple needs = Level 3 Complex needs

These children require specialist services in order to achieve or maintain a satisfactory level of health or development or to prevent significant impairment of their health and development and/or who are disabled. They may require longer term intervention from specialist services. In some cases these children's needs may be secondary to the adults needs. This is the threshold for an assessment led by children's social care under Section 17, Children Act 1989 although the assessments and services required may come from a range of provision outside of children's social care.

Tier 4: Children in acute need = Level 4 Acute needs

These children are suffering or are likely to suffer significant harm. This is the threshold for child protection. These children are likely to have already experienced adverse effects and to be suffering from poor outcomes. Their needs may not be considered by their parents. This tier also includes Tier 4 health services which are very specialised services in residential, day patient or outpatient settings for children and adolescents with severe and /or complex health problems. This is likely to mean that they may be referred to children's social care under section 20, 47 or 31 of the Children Act 1989. This would also include those children remanded into custody and statutory youth offending services

More information about the Think Family approach is available via [A Guide to Thresholds and Practice](#)



Appendix 2: Standards for Effective Child Protection Practice in Schools

The school's child protection and safeguarding responsibilities are inspected under the 'Leadership and Management' judgement in Ofsted inspections. The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead and the Designated Link Governor for Safeguarding to ensure the school is effective in safeguarding and child protection matters.

In best practice, schools:

- Have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to.
- Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties.
- Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure.
- Ensure all staff can identify children who may benefit from early help; provide co-ordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating.
- Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of Local Authority and procedures so that information is passed on effectively to the relevant professionals.
- Monitor children who have been identified as in need of early help or at risk; maintain clear records of pupils' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences.
- Provide and support regular child protection training and updates for all school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose.
- Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies.
- Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that pupils have a range of contacts and strategies to identify risk, know who they can talk to about anything causes them concern and understand the importance of protecting others.
- Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying.
- Have a clear understanding of the various types of bullying and child on child abuse – face to face, online, physical, verbal, sexual, prejudice based and indirect - and act promptly and firmly to combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support.
- Have a clear understanding of the signs and impact of racist, disability, homophobic, transphobic, and teenage relationship abuse; and a clear commitment to identifying and challenging those forms of abuse in order to safeguard children and maintain the safeguarding culture of the school.
- Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills.
- Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set



out in [Keeping Children Safe in Education](#) 2023 and London Child Protection Procedures which can be found online,

- Have a written whole school safeguarding policy, which is produced, owned and regularly reviewed by all school staff, considering the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the standards;
- Ensure that specified information is passed on in a timely manner to the Local Authority for monitoring purposes;
- Have a Single Central Record in place that fully complies with the guidance in [Keeping Children Safe in Education](#) 2023.
- Ensure appropriate arrangements are in place in relation to external professionals visiting children on site including ensuring they have read and understood the child protection policy.

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

Email: safeguardingineducation@walthamforest.gov.uk

Telephone: 020 8496 3646

Caroline Coyston, LADO and Safeguarding in Education Team Manager
Susannah Bennett, LADO and Safeguarding in Education Assistant Team Manager (Schools Lead)
Jennifer Knight, Education Safeguarding Early Years Lead

For Escalations contact:

Gillian Nash, Assistant Director – Settings and Workforce Safeguarding

Email: Gillian.Nash@walthamforest.gov.uk

Telephone: 020 8496 3682



Appendix 3: Useful Contacts in Waltham Forest

Multi-Agency Safeguarding Hub (MASH) Single point of referral for Early Help, Child Protection and Adults' Safeguarding in Waltham Forest	Phone: 020 8496 2310 Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm Out of Hours: 020 8496 3000 Email: MASHrequests@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
LADO Team Allegations against staff and volunteers (ASV)	Phone: 020 8496 3646 Email: LADO@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
Safeguarding in Education Team Consultations / Training / Support (traded service)	Phone: 020 8496 3646 Email: safeguardingineducation@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a phone response within 24 hours during normal business hours
Early Help	Phone: 020 8496 1517 Email: earlyhelp@walthamforest.gov.uk
Virtual School	Phone: 020 8496 1741 Email: virtual.school@walthamforest.gov.uk Head of Virtual School: fay.blyth@walthamforest.gov.uk
Special Educational Needs & Disability (SEND) Service [formerly known as Disability Enablement Service (DES)]	Phone: 020 8496 6503 Email: senteam@walthamforest.gov.uk
Local Safeguarding Children Board (LSCB) Local Safeguarding Partners (LSPs)	Email: strategicpartnerships@walthamforest.gov.uk
Child Death Overview Panel (CDOP) notifications	Phone: 020 8496 3691 Email: CDOP@walthamforest.gov.uk
Female Genital Mutilation (FGM) Community Safety	Refer via MASH . Phone: 020 8496 3281 Email: sylvie.lovell@walthamforest.gov.uk
Prevent Community Safety	Refer via MASH . Phone: 020 8496 3000 Mob: 07816150037



	Email: PREVENT@walthamforest.gov.uk
Gangs Community Safety	Refer via MASH . Email: communitysafety@walthamforest.gov.uk
Adolescent Safeguarding Lead Children's Social Care	Refer via MASH . Email: Maximillen.Woods@walthamforest.gov.uk
Harmful Sexual Behaviour Lead Children's Social Care	Refer via MASH . Email: tracey.goddard@walthamforest.gov.uk Tel: 020 8496 5027 Mob: 0797 476 8433
MARAC / DRM queries	Refer via MASH . MASHrequests@walthamforest.gov.uk
Mental Health First Aid / Public Health	catherine.hutchinson@walthamforest.gov.uk
Private Fostering	Refer via MASH . Email: charlotte.andrews@walthamforest.gov.uk Phone: 020 8496 1235 Mob: 07730 766 429
Violence against women and girls (VAWG) & Domestic Abuse one-stop-shop	Refer via MASH . Email: vawg@walthamforest.gov.uk ; domesticabuseadvice@walthamforest.gov.uk