

THE HAWKSWOOD GROUP

Safeguarding and Child Protection Policy



**Approved by the Management Committee of Hawkswood
Group**

Chair of Management Committee: Mark Morrall

Date approved	May 2017	Management Committee
Date amended	April 2018 July' 2018	Safeguarding and Inclusion Lead Revised in line with Keeping Children Safe in Education 2018
Amendments agreed	To be agreed October 2018	Management Committee
Future amendments	September 2019	Management Committee
Reviewed	Annually	Management Committee

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Safeguarding and Child Protection Policy for the Hawkswood Group | 2018

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KEY CONTACTS in school/setting

UNDISCLOSED DUE TO GDPR – AWAITING CONSENT FORMS

1. SAFEGUARDING STATEMENT

Safeguarding is everybody's responsibility. The Hawkswood Group are committed to ensuring that all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of, and implement, safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications. [Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.]

Statutory Guidance

The Hawkswood Group adopts the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education in **September 2018**: 'Keeping children safe in education'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/707761/Keeping_Children_Safe_in_Education_-_September_2018.pdf

Keeping Children Safe in Education guidance incorporates:

- What school staff should know and do
- The role of the school
- The role of school staff
- What school staff need to know
- What school staff should look out for
- What school staff should do if they have concerns about a child
- Types of abuse and neglect
- Specific safeguarding issues
- Managing allegations and concerns about teachers and other staff
- Further information on child sexual exploitation (CSE) and female genital mutilation (FGM)

All staff should, as a minimum, read the separate 8 page document ***Keeping Children Safe in Education: Information for All School and College Staff*** (which reproduces Part One of the main guidance). Staff are then expected to sign a declaration confirming they have read and understood this.

2. DEFINITIONS

Safeguarding a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is defined in *Working together to safeguard children 2018* as:

- protecting children from maltreatment
- preventing impairment of children's health and development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and
- taking action to enable all children to have the best outcomes

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2018*).

Everyone working in or for the Hawkswood Group shares an objective to help keep children and young people safe by contributing to:

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

3. Our School Commitment

The Hawkswood Group is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance.

We recognise that:

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

This policy is updated annually by the Senior Leadership Team and Management Committee, and is known to everyone working in the school and the Management Committee. The Management Committee takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

The school's safeguarding arrangements are inspected by Ofsted under the judgments for behaviour and safety, and leadership and management.

This policy is available on the Hawkswood Group website and at the school office. It will also be available to parents on request.

There is an internal annual Quality Assurance Safeguarding Audit of each school within the Hawkswood Group to monitor and evaluate safeguarding policy and practice (carried out under section 175 of the Education Act 2002) and these are regularly reviewed throughout the year. Section 11 audits are also carried out and the last audit was completed in May 2017 - this is a working document.

4. Roles and Responsibilities

All adults working with, or on behalf of, children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this document.

All staff and governors must be aware of this guidance and its implications.

Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures, however schools continue to play a role after referral and need to develop strong links with partner agencies, particularly Children's Social Care. The role of the Nominated Governor for Safeguarding is to ensure that the school has effective child protection policy and procedures in place and that the policy and structures supporting safeguarding children are reviewed annually. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached. The designated safeguarding person should ensure the school or college's policies are known, understood and used appropriately.

Our Management Committee will ensure that:

- Hawkswood has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school follows the London Child Protection procedures for dealing with allegations of abuse against staff and volunteers
- a senior member of the schools' leadership team is designated to take lead responsibility for safeguarding (and deputy);
- they have a named governor lead for safeguarding;
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against a Head Teacher ;

- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- governors review policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- governors at Hawkswood will be pro-active in challenge and support so that all safeguarding practice is consistently effective

Our Executive Headteacher and Head Teachers will ensure that:

- The policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [Whistle Blowing Policy \(Appendix 2\)](#);
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves online, keeping safe from radicalisation and gang violence and demonstrate British Values;
- They have completed the on-line Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A Hawkswood Headteacher is appointed to deal with allegations against staff in the absence of the head teacher.

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

Referrals

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

Training

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

Raising Awareness

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

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the designated safeguarding lead/ Headteacher of any concerns: **this includes changes in their own personal circumstances, such as current police investigations or charges that may be in process since their DBS.**

Please see Appendix 5, 6 and 7 for the Reporting procedures and FGM reporting Flow Chart.

5. School Training and Staff Induction

The school's Designated Safeguarding Leads and Safeguarding Link Governor have undertaken recent child protection training which is refreshed at two yearly intervals.

All other school staff, including non-teaching staff, undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated annually. All staff will undertake annual Level 1 safeguarding training.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction. Safeguarding is on the agenda at all school meetings and management committee meetings, and updates are shared with staff. There is a Staff Induction policy in place for all new members of staff.

Support, Advice and Guidance for Staff

Staff are supported by and their Designated Safeguarding Leads (DSLs). The DSLs are supported by the Safeguarding and Inclusion Lead, Safeguarding Link Governor, the Executive Head Teacher, and the Chair of Governors, contact details for all of the above can be found at the start of this document.

All members of staff know how to make a referral to MASH. In the event that a member of staff is unsure, the school displays clear reporting procedures in staff rooms and the office, and the safeguarding policy and reporting flowcharts are easily accessible to all.

6. Safe Practice

Given the nature of vulnerabilities of our pupils at this school we are committed to ensuring safer working practice and will comply with the current [Guidance for Safer Working Practice for Adults who work with Children and Young People](#) and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school. If you are employed with the Hawkswood Group it is your duty to have an operational practice in keeping with the expectations set out in this guidance. A failure to follow a safer working practice could result in disciplinary action.

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

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

The Hawkswood Group recognises the importance of multi-agency working and will ensure that staff are able to attend or appropriately contribute to all relevant meetings including Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Strategy Meetings.

7. Helping children to keep themselves safe

Our children are vulnerable and have a high level of need and risk. Some are seriously affected by local issues which have a negative impact on their wellbeing. Issues such as gang violence, sexual exploitation, criminal activity and county lines are prevalent; therefore we need to take extra care in providing positive modelling and education in keeping safe. Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. PSHE lessons focus on areas which are current and relevant to our pupils such as knife crime prevention, sexual health, managing emotions and anger, and how to support one another. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety.

Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school 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. Our school openly confronts local safety issues in conjunction with our Safer Schools Officer PC Luke Byford. And pupils and parents are informed of updates which may impact on the safety of their children, (for example local dispersal orders following a serious incident).

All pupils know there is designated safeguarding lead responsible for safeguarding and who this is; that they have a right to speak to this member of staff in confidence. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

8. Partnership with Parents and Carers

Given the unique challenges faced by our young people at the Hawkswood Group, it is essential that we work with parents and carers to keep children safe. We send out regular updates and information relating to safeguarding and invite parents and carers into the school for meetings to address any issues relating to their children. The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents and carers positively, openly and honestly, and breaking down barriers to help build relationships. For example, we will carry out regular home visits, hold parent and carer days etc. We ensure that all parents and carers are treated with respect, dignity and courtesy. We respect parents' and carers' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Waltham Forest MASH team or relevant local authority, Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding policy is available on request.

9. Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Waltham Forest Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children. Our Safeguarding and Inclusion Lead Olivia Lee is a member of several safeguarding panels within the local authority, including the Multi Agency Sexual Exploitation (MASE) Panel, High Risk Children Missing Panel (HRCM) and the BRONZE panel. This ensures that information relating to serious cases involving our pupils who are heard at these panels is shared with the appropriate safeguarding staff at the school.

10. Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. Our safeguarding suite of policies are made up of the following:

- Safeguarding and Child Protection
- Attendance
- Anti-bullying
- Anti-radicalisation and Extremism
- DBS
- E-safety
- Educational visits

- Equality
- Volunteer
- Teaching British values
- Whistleblowing

All policies are updated annually, shared with staff and displayed on the website.

11. E-Safety

The school has an **e-safety policy** that is known to all staff and pupils.

The Hawkswood Group operates slightly different procedures across each setting with regard to mobile phone use. Burnside school recognises that its pupils need to use ICT during some lessons; however mobile phone use in school is not accepted and pupils hand in their phones at the start of each day and do not get them back until the end of the day. This measure is in place to safeguard pupils and staff.

Our pupils and staff use electronic equipment on a daily basis at school for educational purposes, however social networking sites such as Facebook, Twitter, MSN, tumblr, Snapchat and Instagram are blocked by our filtering system the LGFL (London Grid for Learning) in order to safeguard pupils and staff.

Some staff members have work mobile phones and their job roles require these to be used during the day, however personal phones are not to be used during pupil contact time and staff are asked to lock personal phones in the staff room. Personal phones can only be used in authorized designated areas and not in sight of children. All staff have a duty to read, understand and implement the **e-safety policy**, and all staff sign an annual ICT Acceptable User Agreement and are held to account if this agreement is broken.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **e-safety policy** explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. 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. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. The Hawkswood Group sends regular information home to parents and carers relating to e-safety.

12. Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- Seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications)
- Seek parental consent, in line with the GDPR regulations, for every photograph and purpose used
- Use only the pupil's first name with an image if they are comfortable with that
- Ensure pupils are appropriately dressed

13. Extended School and Off-Site Arrangements

The Hawkswood Group operates educational visits and an **Educational Visits policy** is in place.

Where extended school activities are provided by and managed by the Hawkswood Group, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures. This check is the responsibility of the Head Teacher, Executive Head Teacher and Hawkswood Group Safeguarding and Inclusion Lead.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.

No staff member should take a child offsite alone with pupils. Staff can only take pupils offsite with at least one other responsible adult and only with written permission from the Head Teacher.

Evolve procedures are used for every off-site trip, this ensures safe risk assessment which is logged with the local authority.

14. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

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

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

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

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

Recognising abuse

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

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

Abuse may be committed by adult men or women and by other children and young people. Four categories of abuse:

Physical Abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. (This used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional Abuse

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

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as

involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

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

Definitions taken from *Keeping Children Safe in Education* 2018

Children who may be particularly vulnerable

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

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

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism
- at risk of gang involvement.

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

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

FGM refers to procedures of any alteration involving partial or total removal of the external female genital organs. The procedure may lead to short term and long-lasting harmful consequences such as death, trauma, infections, flashbacks, infertility, kidney problems, sexual dysfunctions, incontinence, post-traumatic stress disorder etc. It is known to be practised in

the North African countries, the Middle-East, Indonesia, Malaysia, India and Pakistan. However, with migration worldwide it is also practised in the UK, the USA, Canada, Australia etc.

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

Indicators

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

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

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

Further information on warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44), which focuses on the role of schools and colleges.

Actions

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

If staff have a concern they should activate local safeguarding procedures via the MASH, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commences in October 2015 (see below) these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police Mandatory Reporting Duty.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

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

Mandatory reporting commenced in October 2015. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care and the Police as appropriate.

Hawkswood will also:

- Circulate and display materials about FGM

- Display relevant information (for example, details of the NSPCC’s Helpline and appropriate black and minority ethnic women’s groups)
- Ensure that a private telephone is made available should students need to seek advice discreetly
- Inform colleagues/raise awareness of the issues around FGM – as well as including appropriate training in continuing professional development
- Introduce FGM into the school curriculum in relevant classes, such as personal, social and health education (PSHE), citizenship, religious knowledge, drama and history

Please refer to Appendix 7 for FGM reporting Flow Chart

Reference and further information

- [Keeping children safe in education, DfE 2018](#)
[Multi-agency practice guidelines: FGM, Home Office, DfE](#) (see pages 8, 16, 17 and 42 <http://www.londonscb.gov.uk/fgm/>)

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

Hibo Wardere FGM
Mediator

Tel: 020 8496 6952

Hibo.Wardere@walthamforest.gov.uk

PREVENT

The Hawkswood Group are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with DfE guidance ‘*Working together to Safeguard Children*’ (2018) and ‘*Keeping Children Safe in Education*’ (September 2018). An integral part of that work relates to the governments PREVENT strategy and the duties it places on academic institutions, and our duty under the Counter Terrorism and Security Act 2015.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Use of extremist or ‘hate’ terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

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

Aligned with a consistent delivery of a broad and balanced curriculum and use of the Local Authority-sanctioned Self-Assessment framework, we strive to protect our students - and the wider community - against the threats of extremism, through the promotion of both fundamental values and cohesion amongst our communities.

We also recognise that further information and support is available from the Multi-Agency Safeguarding Hub (020 8496 2310) and the Local Authority’s Community Safety Team (020 8496 3000).

Honour-based violence

The terms “honour crime” or “honour-based violence” or “izzat” embrace a variety of crimes of violence (mainly but not exclusively against women and girls), including assault, imprisonment and murder where the person is being punished by

their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour.

In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the “shame” or “dishonour” of the family. It can be distinguished from other forms of abuse, as it is often committed with some degree of approval and/or collusion from family and/ community members. Victims will have multiple perpetrators not only in the UK; HBV can be a trigger for a forced marriage.

Forced Marriage

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

[The Anti-social Behaviour, Crime and Policing Act 2014](#) makes it a criminal offence to force someone to marry. This includes:

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

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

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

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

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

Domestic Abuse

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

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

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

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

Child Sexual Exploitation

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

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

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

The MASE is the Multi-Agency Sexual Exploitation meeting, which is held on a monthly basis and is co-chaired by Children's Social Care and the Metropolitan Police. The MASE has two purposes:

1. For professionals to refer young people who are at risk of or are experiencing sexual exploitation: who are subject to a plan (Child Protection, Multi-agency or Child in Need) but for whom the risks are not decreasing and specialist advice or support is required
2. To refer information/intelligence about possible venues/people involved in sexual exploitation. This information will then contribute to developing a strategic overview and understanding of sexual exploitation in Waltham Forest

Please see relevant documents below:

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

Child Criminal Exploitation and County Lines

At the Hawkswood Group we understand that some of our young people are vulnerable to exploitation from criminal gangs. We work closely with the Police and local Gangs teams in order to identify and try to help support individuals who may be exposed to criminal networks and are at risk of harm and exploitation.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: 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. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and is typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Safeguarding Leads at the Hawkswood Group have received training from the Police and other agencies in how to refer to the National Referral Mechanism.

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are

not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. *(See school or LSCB guidance for further information. Add a weblink or append guidance to this policy)*

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

15. Children who harm others and Peer on Peer abuse

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

Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves **peer on peer abuse**, be it sexual abuse, serious physical or serious emotional abuse, or "sexting", the safeguarding procedures set out in this policy will be applied. This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves. Harmful Sexual Behaviour in Education Settings

If a school or education setting has concerns about a child or young person exhibiting sexualised or harmful sexual behaviour they should first screen the incident(s) using the 'AIM for Education Settings' tool (unless the incident warrants immediate police intervention). The outcome of this assessment will guide the school with regard to subsequent referrals, internal risk management, strategies and intervention.

Unless the outcome of the assessment is 'Healthy', the school should then compile a chronology of relevant incidents to support pattern mapping. This will then inform the school's Safety and Support plan both for the child that *has* harmed and the child that *has been* harmed. Throughout the process it is desirable that parents are engaged and informed. The local authority HSB lead are available to provide support, which is supplemented by detailed guidance and support in the AIM for Education Settings manual.

Much of the assessment guidance and resources derive from the AIM Project, who provide a range of training in this area. Most schools will have a member of staff trained in the AIM Education Guidelines and have an AIM Manual.

Harmful Sexual Behaviour (HSB) Lead for the Local Authority:

Tracey Goddard (Tracey.Goddard@walthamforest.gov.uk)

16. Bullying

Our **Anti-Bullying policy** outlines the many forms bullying can take and how our school tackles instances of bullying if they arise. While bullying between peers is not a separate category of abuse, peer on peer abuse cases have increased locally in recent years, with developments in technology creating platforms which are easily accessible to all, leaving them vulnerable to miss-use. Therefore it is our duty to remain vigilant and help educate young people and their families about the risks and where to go for support.

All incidences of bullying, should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the procedures and anti-bullying policy on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

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

All staff should follow the statutory guidance for schools and colleges; [Keeping Children Safe in Education \(September 2018\) – Part One: Safeguarding information for all staff.](#)

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

Staff must immediately report:

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

If you are concerned about a pupil's welfare

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

Staff should use the welfare concern form to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

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

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record. ([See Appendix 5 & 6](#))

Principles

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

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information
- Make a written record of what the child has said using the [Record Form \(Appendix 4\)](#)
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead

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

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

Key points for staff to remember for taking action are:

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

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

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

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

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

In consultation with Waltham Forest MASH Team, decide:

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

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

Action following a child protection referral

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

- Maintain contact with the allocated Social Worker

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

Dealing with Disagreement and Escalation of Concerns

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

- Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
- Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- Use the [Escalation Policy](#) (https://search3.openobjects.com/mediamanager/walthamforest/fsd/files/escalation_letter_august_2017.pdf) if this does not resolve the concern

Supporting the Child and working in Partnership with Parents

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

18. Early Help

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

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

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

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

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

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

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

The Hawkswood Group Early Help Co-ordinator is Jahsynth Ramsey

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

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

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

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

19. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection

The school pays full regard to the statutory guidance for schools and colleges; [Keeping Child Safe in Education September 2018](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service](#) (DBS).

Our school ensures that we do everything possible to employ safe staff by closely following the guidance in Keeping Children Safe in Education (September 2016) together with the LSCB and the school’s Staff Recruitment policy and procedures.

Safer recruitment means that applicants will:

- Complete an application form which includes their employment history and explains any gaps in that history
- Provide two referees, including at least one who can comment on the applicant’s suitability to work with children. Staff may be asked for a third referee if necessary
- Provide evidence of photographic identity proving Right to work in the UK, as well as evidence/copies of qualifications specified in the job description which are necessary or relevant to the role
- Be interviewed by a selection of panel members containing at least one member of staff who is Safer Recruitment trained
- If offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- If offered employment, provide evidence of their right to work in the UK

The Hawkswood Group will:

- Verify the preferred candidate’s mental and physical fitness to carry out their work responsibilities
- Obtain references for all shortlisted candidates, including internal candidates
- Carry out additional or alternative checks for applicants who have lived or worked outside the UK
- Ensure that applicants for teaching posts are subject to Prohibition from Teaching checks
- Request photographic ID and copies of qualifications
- Undertake a risk assessment if a positive disclosure is made
- Carry out regular checks and reviews of safe working practices

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs. On induction staff receive a copy of the Safeguarding Policy, Staff Code of Conduct policy and Whistleblowing Policy.

All Hawkswood Group staff (are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. It is the staff members' duty to report safeguarding concerns and failure to do so may result in disciplinary action. All new staff will sign a safeguarding disclosure to declare any issue in the last 12 months which may impact on the result of their DBS application. This disclosure will also confirm that staff must report within 24 hours to SLT if they have been arrested.

We have rigorous procedures for the recruitment of agency staff from agencies or third party organisations and we will not accept any member of staff without completed verification checks. Our vetting procedures of agency staff have recently been reviewed in April 2018 to ensure we are doing everything in our power to employ safe members of staff.

Trainee teachers will be checked by the school.

The school maintains a Single Central Record (SCR) of recruitment checks undertaken on both agency and commissioned staff. This is regularly monitored by the Safeguarding and Inclusion Lead for the Hawkswood Group.

The Safeguarding and Inclusion Lead maintains an individual SCR for permanent members of staff and governors for each school within the Hawkswood Group. This is regularly monitored by the Safeguarding Link Governor Stephen Cobbold.

Regulated Activity

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

Volunteers

Volunteers, including governors will undergo DBS checks prior to their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity. We have a Volunteer Policy in place outlining detailed procedures.

Contractors

The school Site Manager is responsible for ensuring that contractors are escorted to the main office in order for appropriate checks of the person's identity to be done.

Where contractors are required to work with children, DBS details will be requested prior to work commencing. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

Contractors must show both photographic company ID and personal ID and this must be checked every time they visit the school.

20. Confidentiality

The school operates with regard to [Information Sharing: Guidance for practitioners and managers \(2015\)](#), and the GDPR regulations.

The Hawkswood Group ensures that confidentiality is maintained at all times, however where concerns about children or staff are raised, this information cannot be kept confidential.

Pupil Information

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

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

- Names and 2 Emergency contact details of persons with whom the child normally lives

- Names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Details of any persons authorised to collect the child from school (if different from above)
- Any relevant court orders in place including those, which affect any person's access to the child (e.g. Criminal Behaviour Order, Residence Order, Contact Order, Care Order, Injunctions etc.)
- If the child is or has been subject to a child protection or care plan
- Name and contact detail of G.P.
- Any other factors which may impact on the safety and welfare of the child
- All known professionals working with the young person

The school will collate, store and agree access to this information in accordance with the GDPR regulations. All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be kept securely and only accessible to the head teacher and the designated safeguarding staff. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection. Original copies will be retained according to school policy on retention of records.

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

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

The Hawkswood Group follows the Keeping Children Safe in Education guidance, Safeguarding Children Practice Guidance; Children Missing from School from the London Child Protection Procedures and will refer all cases of concern to their Education Welfare Officer (EWO) or Attendance Lead and the Behaviour Attendance and Children Missing Education as well as MASH if necessary.

Pupils at the Hawkswood Group have increased vulnerabilities and levels of risk. It is our policy to inform police of suspected missing pupils with or without parent/carer consent.

Where parents or carers inform our school that they wish to 'home educate' their child, our school will inform the Local Authorities Behaviour Attendance and Children Missing Education team (BACME) and the School Admissions Service who will implement the "Elective Home Education' procedure. If pupils require a part-time timetable these are used rarely and for short specified periods of time, and are implemented upon agreement with the BACME team.

In Waltham Forest, the BACME team is responsible for the delivery of CME (Children Missing Education) duties defined by the Education Act Amendments.

In Waltham Forest, the BACME service and Early Help are responsible for agreeing and monitoring CMfE (Children Missing from Education) with the Procedures for Once a School Place has Been Offered.

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

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

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

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

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2018)* and in the school's Managing Allegations policy and procedures.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

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

- a. behaved in a way that has harmed a child or may have harmed a child;
- b. possibly committed a criminal offence against or related to a child; or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges; **Keeping Children Safe in Education (September 2018)**)

We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the above-mentioned document. This includes allegations against staff in their personal lives.

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

Initial Response to an allegation or concern:

- Treat the matter seriously and keep an open mind
- Make a written record of the information using the [Record Form \(Appendix 4\)](#), including the time, date and place of incident/s, persons present and what was said and sign and date this
- Immediately report the matter to the most senior person in the organization.

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

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses
- Contact the LADO within 1 working day
- Discuss with the LADO next steps using the [London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff \(Appendix 3\)](#)
- Inform the Chair of Governors of the allegation

Subsequent Action by the Designated Safeguarding Lead

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

Appendix 1**Waltham Forest Service KEY CONTACTS**

MULTI AGENCY SAFEGUARDING HUB (MASH) (Monday - Thursday 9am-5.15pm and Fri 9am-5pm) Out of Hours:	020 8496 2310 020 8496 3000
Waltham Forest Out-of-Hours for Safeguarding Children & Adults	020 8296 3000
Ashiana Network (South Asian, Turkish & Iranian women)	020 8539 0427
Haven the Survivors Network (historic and current sexual abuse)	020 8520 0755
Kiran Project (women & children from BAMER communities)	020 8558 1986
Stay Safe East (for deaf and disabled victims)	SMS: 07587 134 122
Imece (Turkish, Kurdish and Turkish Cypriot women)	020 7354 1359
The Haven, Sexual Assault Referral Centre (SARC)	020 7247 4787
East London Rape Crisis Centre (Nia)	020 7683 1210
Empower (CSE and gangs)	020 7021 0301
Multi-Agency Sexual Exploitation Meeting (MASE)	07715 901256
East London Out Project (LGBT)	020 8509 3898
RISE Mutual: domestic violence perpetrator programmes	07535 651784
Community Mental Health Services	0300 555 1200
Waltham Forest Citizens Advice Bureau (CAB)	020 8521 5125
Waltham Forest Housing Advice	020 8496 3000
Waltham Forest Lifeline (substance misuse service)	020 3826 9600
722 Young Peoples Services (young person's substance misuse service)	0300 555 1158

Appendix 2

WHISTLE BLOWING POLICY 2018 Hawkswood Group

CONTACT NAME AND INFORMATION UNDISCLOSED FOR GDPR PURPOSES

Staff at the Hawkswood Group must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

"Absolutely without fail - challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

Reasons for whistle blowing

- All staff have a responsibility to safeguard – it is your duty to report concerns immediately
- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risk of harm to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed
- Perceived "loyalty" amongst colleagues
- Fear of not knowing the correct reporting procedure

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Designated Safeguarding Lead, or Head teacher
- If your concern is about your immediate manager/Head teacher, speak to the Safeguarding and Inclusion Lead, Safeguarding Link

Governor or Chair of Governors, or if you feel you need to take it to someone outside the school, contact the Education Safeguarding Service or LADO.

- Make sure you get a satisfactory response - don't let matters rest
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can
- Report your concern confidentially, not in a public or shared space or to a group of staff members.
- **Do not** report your concern in hearing distance of visitors or members of outside agencies

A member of staff is not expected to prove the truth of an allegation, but will need to demonstrate sufficient grounds for the concern.

¹ Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.

What happens next

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence
- Members of staff who have not followed correct reporting procedures as outlined above may face disciplinary proceedings
- Your concern will be discussed confidentially at senior level and a decision will be made as to whether or not a referral to the LADO is required. In many cases, the LADO will be consulted with and school will be advised by the LADO if there are reasonable grounds for a referral and formal investigation.
- If there are grounds for investigation, the LADO may suggest the school should conduct an internal investigation and report back to the LADO with findings. In occasional circumstances the LADO will decide to investigate themselves.
- All reports and investigations will be carried out promptly and will be documented. Documents will be kept securely.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union. If you feel unable to talk to someone within your PRU, it is strongly recommended that you contact either:

Olivia Lee - Hawkswood Group Safeguarding & Inclusion Lead (07970994105) or 0208 2894647

Or

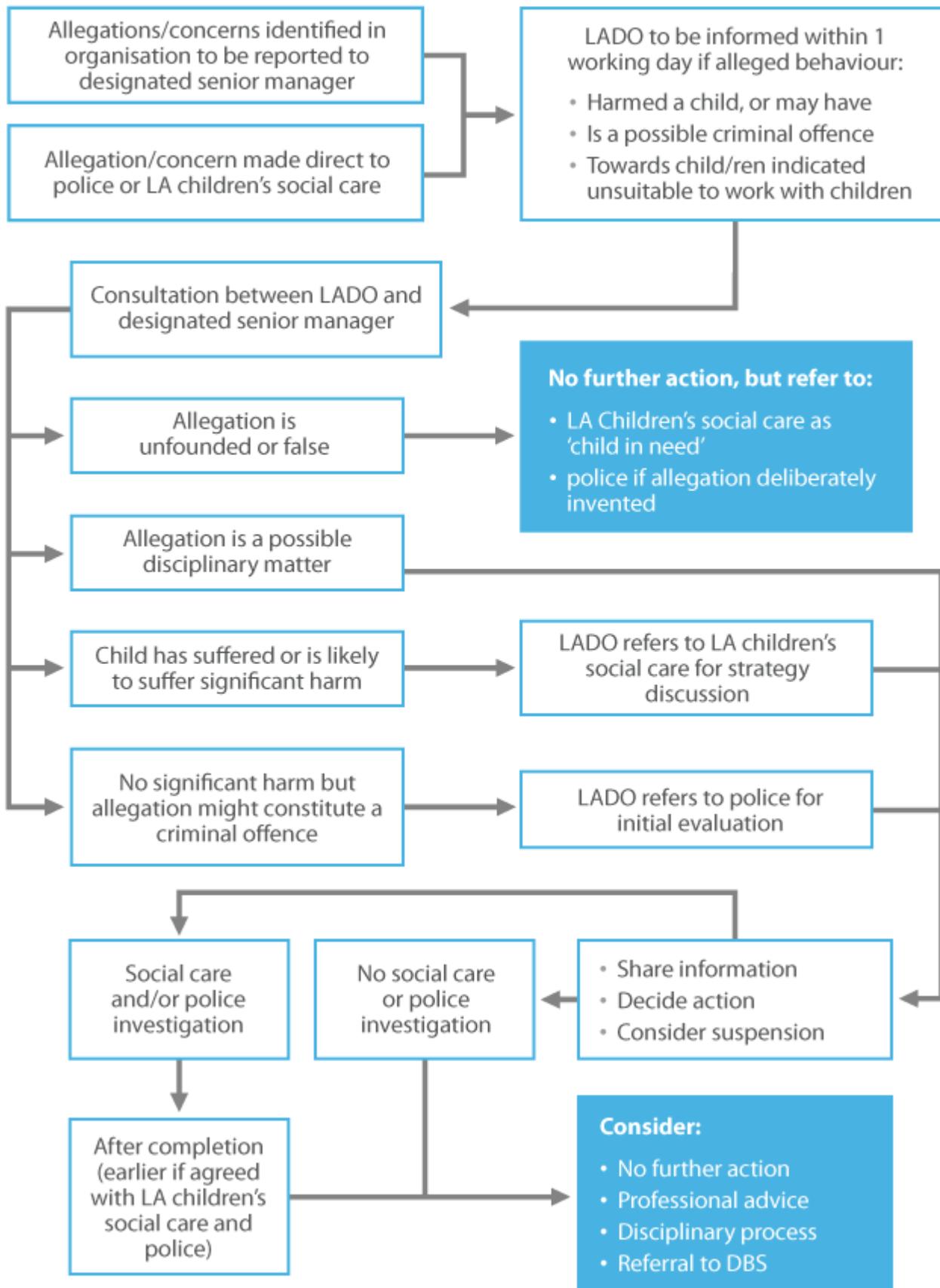
Gillian Nash - LBWF LADO in the Safeguarding in Education Service: (Gillian.nash@walthamforest.gov.uk)

Tel: 0208 496 3646

The hawkswood Group Safeguarding Link Governor is **Stephen Cobbold** (Stephen.Cobbold@nelft.nhs.uk)

Appendix 3

Allegations / Concerns Against Staff Child Protection Process



Appendix 4:

RECORD FORM

Date:

Safety and Welfare Concern Form (to be written ASAP after not during your conversation with the child)

Child's Name:	Class:	DOB:	Gender:

Date:	Time:	Place:	Name of person completing this form (please print):

Nature of Concern/Conversation (continue on a separate sheet if

--

Describe any marks you may have seen – noting size and position (refer to body map)

--

Name of person you reported your concerns to

--

Actions to be recorded over page

ACTION TAKEN

Action to be taken / recommendations from the designated member of staff

DATE	PERSON TAKING ACTION	ACTION	OUTCOME

Would you like feedback about this concern?

Return the completed form to the Designated Safeguarding Lead when complete

Appendix 5

HOW TO REPORT CONCERNS ABOUT A CHILD

What to do if you have received information or disclosure from (or about) a child:

- Do not promise confidentiality
- Explain to the child that you will have to pass on your concerns to appropriate professionals who will seek to help
- If the DSL or Deputy is not available you must contact MASH for advice
- Make detailed notes of your concern and document your actions afterwards

Hawkswood Group Designated Safeguarding Leads/Deputies:

CONTACT NAME AND INFORMATION UNDISCLOSED FOR GDPR PURPOSES

DSL will decide if external support is required or to continue with in-school support

Do not discuss situation with anyone else.

What to do if you are concerned for safety or wellbeing of a child:

- Report concerns to your DSL or Deputy
- Report concerns directly to MASH if your DSLs are not available
- Call Police if you believe a child is at immediate risk of harm
- **MASH: 0208 496 3000**
- If concern relates to a Foster Carer you **MUST** report to the LADO

Monitoring / In School Support

DSL support child/family, and facilitates meetings on site for Early Help/external agencies. These measures are recorded in writing.

DSL monitors the support and regularly assesses the possible need for external agency support.

Anyone can re-refer to MASH if monitoring identifies further need.

If an act of FGM is disclosed or strongly suspected, you **MUST** report this to Police and Children’s Social care. All members of staff must do this under the **Mandatory Reporting Duty**.
Refer to FGM safeguarding Pathway.

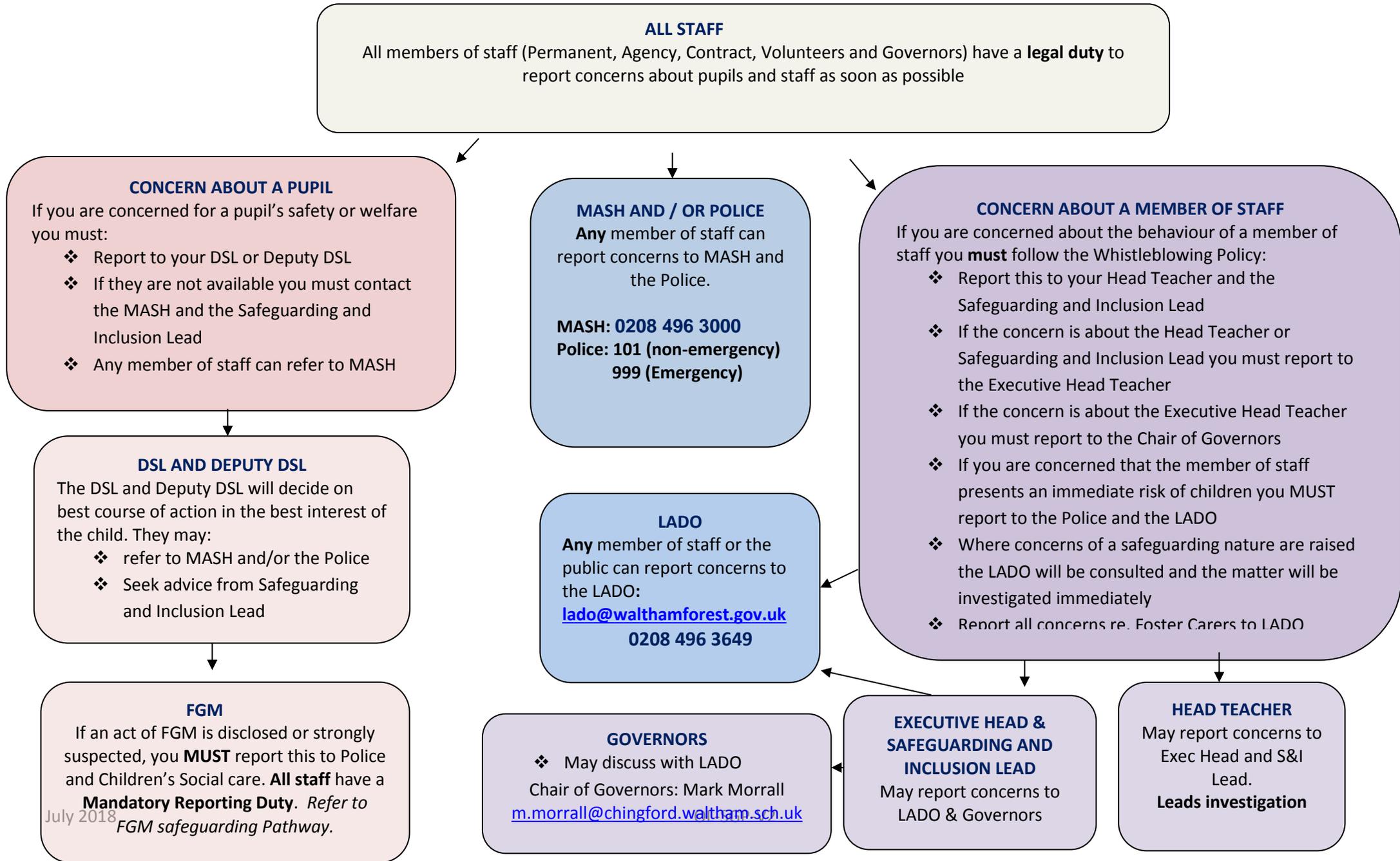
For signs of Harmful Sexual Behaviour, inform DSL who will complete an AIM Assessment checklist and send to Tracey Goddard and MASH team, CSC, and Police if appropriate.

External Agency Support required

- Staff member and/or DSL complete a MASH referral highlighting request for Help and Support or Protection.
- Completed referral forms to be kept in secure place.
- DSL informs Head Teacher and Safeguarding and Inclusion Lead of referral and actions.

Appendix 6

SAFEGUARDING REPORTING PROCEDURES



July 2018

Appendix 7 FGM reporting Flowchart

Presentation prompts member of staff to suspect/consider FGM – e.g. repeated UTI, vaginal infections, Urinary incontinence, presenting for travel health advice, disclosure of upcoming ‘coming of age’ ceremony.
Or disclosure made to member of staff that pupil/their sibling/friend/family member has been cut or will be cut.

Do you believe the pupil has been cut or will be cut?

YES

NO – but family history known/possible FGM

Ring 101 or 999 to report basic details of the case the police under **MANDATORY REPORTING DUTY**
Police will initiate a multi-agency safeguarding response

If you suspect she may be at risk of FGM:

- Inform your DSL and Head Teacher
- Complete referral to MASH as a request for Protection
- If child is at imminent risk of harm, initiate urgent safeguarding response – call 999 and Children’s Social Care.

FOR ALL PUPIL CONCERNS OF FGM:

1. Clearly document all discussion and actions with child/family in secure CP file
2. Explain FGM is illegal in UK
3. Share safeguarding information with School Nurse, DSL, Head Teacher and Safeguarding and Inclusion Lead
4. Report to Police if FGC is suspected or disclosed.
5. If a girl appears to have been recently cut or you believe she is at imminent risk, **act immediately** – this may include phoning 999.

CONTACT NAME AND INFORMATION UNDISCLOSED FOR GDPR PURPOSES

NSPCC FGM Helpline: 0800 028 3550

Detailed FGM risk and safeguarding guidance for professionals from the Department of Health is available online at <https://www.gov.uk/government/publications/safeguarding-women-and-girls-at-risk-of-fgm>

Can you identify other female siblings or relatives at risk of FGM?

Share information with multi-agency partners to initiate safeguarding response.