

THE HAWKSWOOD GROUP

Safeguarding Toolkit 2018



This pack includes all information staff will need to ensure we keep our students and ourselves safe.

The Hawkswood Group

Executive Head Teacher: Catherine Davies

The Hawkswood Centre | Antlers Hill, Chingford E4 7RT

Associate Headteachers:

Burnside PRU: Bridget Solecka

Hawkswood Therapeutic PRU: Linda McCaffrey

Hawkswood Primary PRU: Marie Gentles

Forest Pathway College: Carolyn Crampin

Alternative Provisions: Gabby Grodentz

THE HAWKSWOOD GROUP

HAWKSWOOD GROUP ALL PROVISIONS DESIGNATED SAFEGUARDING LEADS

If you have any concerns or questions, please contact:



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Hawkswood Group Executive Head
Teacher

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Olivia Lee

Executive Lead for Safeguarding

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BURNSIDE PRU

DESIGNATED SAFEGUARDING LEADS

If you have any concerns or questions, please contact:



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Curriculum Lead

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Awaiting photo

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HAWKSWOOD SECONDARY THERAPEUTIC PRU DESIGNATED SAFEGUARDING LEADS



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HAWKSWOOD PRIMARY PRU DESIGNATED SAFEGUARDING LEADS

If you have any concerns or questions, please contact:



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Leah Mwaniki
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Katie L'Aimable
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FOREST PATHWAY COLLEGE DESIGNATED SAFEGUARDING LEADS

If you have any concerns or questions, please contact:



Carolyn Crampin

Head of School

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Jason Brain

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ALTERNATIVE PROVISION DESIGNATED SAFEGUARDING LEADS

Awaiting pic

Gabby Grodentz

Associate Headteacher

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Awaiting pic

Nicola George

AP Co-ordinator

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Roles and Responsibilities of School Staff in Safeguarding

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 feel empowered and confident to implement safeguarding procedures.

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 2013 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 2013*).

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.

Keeping Children Safe in Education Guidance 2018

All staff

National law says that in schools **all staff** have a duty to safeguard, and that as a member of staff you are responsible for reporting any concerns you might have regarding a pupil's wellbeing. This might be observations you have made, suspicions you may have, or knowledge which you have obtained.

Teaching staff

Lesson planning must take into account the students' safety and must promote teaching about keeping themselves and each other safe. Appropriate risk assessments must be completed and updated where necessary.

Duty of Care is the responsibility of all school staff and of all who are engaged with children and young people

School staff see pupils every day, so are in a perfect position to monitor changes to students' circumstances, their attendance, appearance and behavior, and to recognise signs of abuse, neglect and exploitation.

Professional Curiosity

Staff need to always be alert to small changes in behaviour and/or appearance, and know who to report concerns to and how to report them.

Observe, reflect, and be curious about changes you may have noticed, and do not ignore the things which might appear small or insignificant.

There are no thresholds for concerns you might have – it is your duty of care to report concerns and act upon them.

Reflect

Reflect on your understanding of signs and indicators of abuse, exploitation and neglect, and reflect on whether or students know who they can talk to...

- Do students know who to come to?
- Are staff approachable and do they listen?
- From my observations am I aware of any changes?
- Is something different or unusual about the child's behaviour or appearance?
- Should I be worried?
- If yes – speak to your DSL at the earliest opportunity. Do not hesitate to ask the child how they are and if they would like to speak to anyone

How can we ensure an open environment and culture is created where no concern is too trivial to discuss?

- ❖ Ethos and attitudes – Staff can demonstrate respect and care for each other and for the pupils
- ❖ Consistency – Staff must be consistent in their approach in delivering key messages to pupils, and always apply the same level of curiosity and action
- ❖ Access and availability – Staff must always make time to listen and act on concerns, and should remind pupils they are available and where to find them

Conduct

All adults working with children and young people have a responsibility to maintain constant professional conduct and public confidence in their ability to safeguard the welfare and best interest of the child. It is therefore expected that you will adopt high standards of conduct in order to maintain confidence and respect of the pupils, parents and carers and the public in general. Professional conduct must be maintained at all times when working with children and young people

and their families. There are many things you can do to ensure you are always maintaining professional conduct:

Conduct with students

- Be careful not to put yourself in a situation which could be misinterpreted by others
- Be aware of individual pupil risk assessments and keep updated on student concerns
- Ensure you treat children with respect and do not disclose personal information about them in front of their peers
- Never promise confidentiality to a pupil
- Never give pupils your personal details or contact information
- Be aware of one-to-one working with pupils always taking into account their individual risk assessment and measures you need to take to keep yourself safe from false allegations
- Familiarise yourself with the **Staff Code of Conduct Policy**

Conduct on the internet

- Be aware of your personal social networking sites and level of access obtainable by others
- Ensure your details and personal information are kept private
- Ensure your personal phone is not accessible to pupils
- Ensure your Facebook privacy settings are set so that “only friends” can see your profile
- Do not allow pupils or family members to add you as a “friend” on social networking sites.
- Do not post comments online which could be considered defamatory or in breach of confidentiality or copyright law
- Ensure any tagged photos are only visible to your friends and photos are removed which may be considered inappropriate
- Familiarise yourself with the **ICT Policy and User Agreement**

Infatuations with staff

Pupils might in the course of their school career develop feelings or infatuations with staff. If an adult becomes aware that a child or young person is developing an infatuation with a member of staff, this should be dealt with sensitively and appropriately and should be discussed at the earliest opportunity with a Senior Manager so that action can be taken to avoid distress and embarrassment and to maintain the dignity of the pupil. Infatuations carry a high risk of miss-interpretation of words and actions, so staff must remain aware of their own conduct and behaviour and the risk of pupils misinterpreting them.

Confidentiality

Adults may have access to confidential information about children and young people in order to undertake their responsibilities. In some cases this information may be highly sensitive. All confidential details must only be shared when it is in the best interest of the child to do so. Such information must never be shared without the agreement of the Designated Safeguarding Lead(s).

What if a child tells me something and asks me to keep it a secret?

Never promise a child to keep information secret or confidential. Explain that you might have to pass the information on if it is something which makes you worried for their wellbeing or safety, or for that of any other young person or adult. If this happens, tell the child who you are passing the information on to and reassure them they have done the right thing by telling you. Speak to your Designated Safeguarding Lead at the earliest opportunity. If you are concerned but there is no DSL on site, you must contact MASH to ask advice on how best to proceed. They will advise you whether or not a referral is required or what other action you need to take.

What am I looking for?

Child abuse can take on one or several forms, for example bullying and domestic violence are forms of both physical and emotional abuse. Racism and other forms of discrimination are also forms of child abuse.

All staff need to be aware of the categories of abuse and neglect and what to do if you have concerns that a child is, was, or might be experiencing abuse or neglect.

1. Physical abuse

Physical abuse includes hitting, punching, kicking, biting, poisoning, drowning or smothering, and any other ways of inflicting pain or injury. It also includes giving a child harmful drugs or alcohol.

2. Emotional abuse

This is when adults deny children of love or affection, or constantly humiliate, threaten or degrade them. This could be through sarcasm, punishment or ignoring the child, or any other way of undermining a child's sense of self-worth and confidence.

3. Sexual abuse

This is when an adult or another young person imposes sexual contact on a child, this could be physical contact such as kissing, touching genitals or breasts, having oral, vaginal or anal sex with the child, or encouraging a child to look at pornographic images/videos or to engage in sexual communication with a child.

4. Neglect

This is when a child's basic needs for love, food, warmth, safety, education and medical attention are not met by the parents or carers.

A child may be experiencing abuse or neglect if he or she is:

- Left in unsafe situations or without medical attention
- Frequently dirty, hungry or inadequately dressed
- Seems afraid of parents or carers
- Severely bruised or injured
- Growing up in a home where there is domestic violence
- Displaying sexualized behavior which doesn't seem appropriate for their age
- Living with parents or carers involved in drug or alcohol abuse

This list does not cover every possible type of child abuse or neglect. You may have seen other things in the child's behavior or appearance which concerns you and these things should not be ignored. Always speak to your Designated Safeguarding Lead if you are unsure or worried about a child or young person.

Other forms of abuse and/or exploitation

Female Genital Mutilation (FGM) is a form of child abuse and violence against women and girls. It is a criminal offence. If there are concerns around a child with regards to FGM staff must speak with the DSL immediately.

Please see Appendix 1: FGM reporting Flowchart

Child sexual Exploitation (CSE) is a form of child sexual abuse. 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 (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. Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess.

The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given.

CSE and Consent

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

CSE and crime

Child Sexual exploitation can have links to other types of crime. These include:

- Child trafficking;
- Domestic abuse;
- Sexual violence in intimate relationships;
- Grooming (including online grooming);
- Abusive images of children and their distribution;
- Drugs-related offences;
- Gang-related activity;
- Immigration-related offences; and
- Domestic servitude.

CSE and vulnerabilities

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;

- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Not all children and young people with these vulnerabilities will experience child sexual exploitation.

Child sexual exploitation can also occur without any of these vulnerabilities being present.

(Department of Education Definition 2017)

If you are concerned that a child young person is experiencing or has experienced sexual exploitation you should report your concerns to your Designated Safeguarding Leads or speak directly to the MASH or Police. **There will be staff training available on both of the above issues.**

Disclosures: What makes a child choose to tell someone, and how do you respond?

You could be the “someone” and you need to know how to respond.

Children choose to tell someone about the abuse or neglect they have experienced when they are ready to, when they want it to stop and when they trust that they will be believed.

If a child decides to talk to you about something they are experiencing or have experienced, these are the key things to remember:

- ❖ Listen and stay calm. Hide your feelings / shock / sadness as much as possible
- ❖ Accept what the child says
- ❖ Actively listen, stay calm and keep your emotions inside
- ❖ Be observant – note the appearance, behavior, words and emotions of the child
- ❖ Be attentive
- ❖ Allow the child to tell you what happened in their own words – don’t ask too many questions which may lead the child’s answer
- ❖ Reassure the child and support them but **do not offer confidentiality** or make promises
- ❖ Tell the child you need to pass the information onto the Safeguarding Lead
- ❖ Assess the urgency and if you have time to write this up or if you need to report the matter immediately. You can write the record afterwards if this is the case.
- ❖ After the child has finished talking, either report straight to DSL or MASH, or record the details and your actions onto the Safeguarding Record form (in the trays in staff room)
- ❖ Take your record form to your Designated Safeguarding Lead(s)
- ❖ If your DSL is not available, contact MASH and ask for advice on what you should do next.
- ❖ **Never wait** until the end of the day or leave it over night before telling anyone. It is your legal duty to report and act.
- ❖ Make sure the child feels supported and listened to and tell them of your actions before they leave the room.
- ❖ **If in doubt, follow the process as outlined below and refer to Appendix 2: How to Report Concerns about a Child**

Process for Child Protection referrals

1. Child makes disclosure to you
2. Tell the child you must pass on the information and you cannot keep it secret
3. Complete the Safeguarding Reporting form (**Appendix 4**) as soon as possible in language as close to the child's own as you can recall.
4. Pass the reporting form to your DSL as soon as possible
5. If the DSL or Deputy is not available contact the HWG Safeguarding and Inclusion Lead. If they are not available contact MASH or your Early Help Co-ordinator to ask for advice in whether this is an issue which should be referred to MASH (**See Appendix 5**)
6. The DSL will decide whether or not this is a safeguarding/ child protection concern to be reported
7. The DSL will load the Safeguarding Reporting form onto the Safeguard Software online.

If the DSL decides this is a child protection concern, the following actions will be taken:

8. The DSL will speak to the student and any other relevant parties to discuss the concerns. This may mean they need to speak to other pupils, staff and parents or carers
9. The DSL may make a decision to contact the Multi Agency Safeguarding Hub (MASH) or the Early Help Co-ordinator for advice.
10. The DSL may complete a referral form to MASH requesting either:
 - a) Request for Protection (consent not required)
 - b) Request for Help and Support (consent of parent/carer required)
11. If Child Abuse is suspected, you or the DSL may contact the Police as well as MASH. The Police may wish to speak to the child and may pass the matter to the Child Abuse Investigation Team for investigation.
12. All actions must be documented and rationales for actions taken must be given
13. DSL must keep the student informed of any action which is taken/will take place
14. Any follow up must be documented and must be logged on Safeguard Software
15. DSL must request updates from MASH and keep abreast of further actions.
16. If Pupil becomes subject to Child in Need (CIN) or Child Protection (CP) Plan they will be allocated a Social Worker. This is a statutory measure and school must make every attempt to be involved in the plan and complete agreed actions. The DSL must attend relevant meetings and retain confidential records in the Safeguard Software.
17. If pupil and family are offered Early Help, the DSL must liaise with Early Help worker for updates. This is a voluntary/consensual outcome and requires parental engagement.

Q: Are you concerned that a student is being physically, sexually or emotionally abused or neglected?

Q: Do you feel that a pupil isn't thriving or something just isn't right?

Q: Are you simply worried about a pupil?

A: If YES - You MUST report these concerns to the Designated Safeguarding Lead at the relevant PRU (see pages 3 – 5 for contact details) or contact MASH directly on the number below.

Other key contacts:

Olivia Lee (DSL) for Hawkswood Group – 0208 289 4647 / 07970994105 | olivia.lee@hawkswoodgroup.org.uk

Catherine Davies (Executive Head Teacher of HWG and DSL) – 0208 289 4649 | catherine.davies@hawkswoodgroup.org.uk

Stephen Cobbold (Safeguarding Link Governor) – 0208 289 4642 ext 118 | Stephen.cobbold@nelft.nhs.uk

Jahsynth Ramsey - Early Help Co-ordinator - 020 8496 5114 (Early Help duty line)
Mob: 07968126107 | jahsynth.ramsay@walthamforest.gov.uk

MASH – 020 8496 2310 | MASHrequests@walthamforest.gov.uk
Advice and guidance on how to complete a Request for Help and Support of Protection:
https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=27fyEuq_Qzo

Police – 101 (non-emergency) / 999 (emergency)

Community Safety Team - 020 8496 3447

LADO - 0208 496 3646 | LADO@walthamforest.gov.uk / gillian.nash@walthamforest.gov.uk

LADO referral form link:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=oK2DeqFXzGO>

See Appendices overleaf for the following information:

Appendix 1: FGM reporting procedure (flow chart)

Appendix 2: How to Report Concerns about a Child (flow chart)

Appendix 3: Safeguarding Reporting Procedures

Appendix 4: Safeguarding Reporting Form

Appendix 5: MASH Referral form

Appendix 1: FGM reporting procedure (flow chart)

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?

NO – but family history known/possible FGM

YES

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.

Hawkswood Group Designated Safeguarding Leads/Deputies:

Burnside: Bridget Solecka/ Jason Yates / Julie Parker
Forest Pathways: Carolyn Crampin / Jason Brain
Hawkswood Secondary: Linda McCaffrey / Alan Rodney
Hawkswood Primary: Marie Gentles/Katie L’Aimable/Leah Mwaniki
Hawkswood AP: Gabrielle Grodentz / Nicola George
New Pastures: Carolyn Crampin / Bridget Solecka/ Julie Parker
Hawkswood Group Safeguarding Lead: Olivia Lee
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.

Appendix 2: How to Report Concerns about a Child (flow chart)

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:

Burnside: Bridget Solecka/ Jason Yates / Julie Parker
Forest Pathways: Carolyn Crampin / Jason Brain
Hawkswood Secondary: Linda McCaffrey / Alan Rodney
Hawkswood Primary: Marie Gentles/Katie L’Aimable/Leah Mwaniki
Hawkswood AP: Gabrielle Grodentz / Nicola George
New Pastures: Carolyn Crampin / Bridget Solecka/ Julie Parker
Hawkswood Group Safeguarding Lead: Olivia Lee
DSL will decide if external support is required or to continue with in-school support

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.

September 2018

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.

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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 3: Safeguarding Reporting Procedures

ALL STAFF
 All members of staff (Permanent, Agency, Contract, Volunteers and Governors) have a **legal duty** to report concerns about pupils and staff as soon as possible

CONCERN ABOUT A PUPIL
 If you are concerned for a pupil's safety or welfare you must:

- ❖ Report to your DSL or Deputy DSL
- ❖ If they are not available you must contact the MASH and the Safeguarding and Inclusion Lead
- ❖ Any member of staff can refer to MASH

DSL AND DEPUTY DSL
 The DSL and Deputy DSL will decide on best course of action in the best interest of the child. They may:

- ❖ refer to MASH and/or the Police
- ❖ Seek advice from Safeguarding and Inclusion Lead

FGM
 If an act of FGM is disclosed or strongly suspected, you **MUST** report this to Police and Children's Social care. **All staff** have a **Mandatory Reporting Duty**. Refer to *FGM safeguarding Pathway*.

MASH AND / OR POLICE
 Any member of staff can report concerns to MASH and the Police.
MASH: 0208 496 3000
Police: 101 (non-emergency) 999 (Emergency)

LADO
 Any member of staff or the public can report concerns to the LADO:
lado@walthamforest.gov.uk
0208 496 3649

GOVERNORS
 ❖ May discuss with LADO
 Chair of Governors: Mark Morrall
 mmorrall.320@lgflmail.org

CONCERN ABOUT A MEMBER OF STAFF
 If you are concerned about the behaviour of a member of staff you **must** follow the Whistleblowing Policy:

- ❖ Report this to your Head Teacher and the Safeguarding and Inclusion Lead
- ❖ If the concern is about the Head Teacher or Safeguarding and Inclusion Lead you must report to the Executive Head Teacher
- ❖ If the concern is about the Executive Head Teacher you must report to the Chair of Governors
- ❖ If you are concerned that the member of staff presents an immediate risk of children you **MUST** report to the Police and the LADO
- ❖ Where concerns of a safeguarding nature are raised the LADO will be consulted and the matter will be investigated immediately
- ❖ Report all concerns re. Foster Carers to LADO

EXECUTIVE HEAD & SAFEGUARDING AND INCLUSION LEAD
 May report concerns to LADO & Governors

HEAD TEACHER
 May report concerns to Exec Head and S&I Lead.
Leads investigation

September 2018

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Appendix 4: Safeguarding Reporting Form

SAFEGUARDING RECORD FORM

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 necessary)

--

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

--

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



Request for Help and Support or Protection

Guidance

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

Tel: 0208 496 2310 **Email: MASHrequests@walthamforest.gov.uk**
(for NHS.net account please can you send to MASHrequests@walthamforest.gov.uk.cism.net)

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

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

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

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

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

WHEN TO EXPECT A RESPONSE

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

Contact details and personal information

Details of the person making contact:

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

Details of the child/young person:

What type of request is this?

Help and support		Protection:		Information:	
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Does the parent/carer or child/young person know about the referral?

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

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

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

Details of family/household members or other significant people:

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

If there are more the four family/household members or significant people please continue on separate sheet and attach

Presenting issues

Child/young person

<input type="checkbox"/> Emotional abuse	<input type="checkbox"/> Sexual Abuse	<input type="checkbox"/> Domestic abuse	<input type="checkbox"/> Physical abuse	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Violent extremism/ Radicalisation	<input type="checkbox"/> Challenging/ Anti-Social Behaviour	<input type="checkbox"/> Child Missing Education	<input type="checkbox"/> Missing from home	<input type="checkbox"/> Under 16 Year old pregnancy	<input type="checkbox"/> Self-Harm	<input type="checkbox"/> Alcohol or drug Misuse
<input type="checkbox"/> Other (specify)	<input type="checkbox"/> Gang-violence	<input type="checkbox"/> FGM	<input type="checkbox"/> Elective Home Education	<input type="checkbox"/> Learning Disability	<input type="checkbox"/> Missing from Home	<input type="checkbox"/> Privately Fostered	<input type="checkbox"/> Sexual Harmful Behaviour	<input type="checkbox"/> Trafficking	<input type="checkbox"/> School Attendance	<input type="checkbox"/> Abuse/ Neglect	<input type="checkbox"/> Alcohol Misuse
<input type="checkbox"/> Challenging Behaviour	<input type="checkbox"/> Honour Based Violence	<input type="checkbox"/> Protection/ At Risk	<input type="checkbox"/> Sexual Exploitation	<input type="checkbox"/> Unaccompanied Asylum Seeker	<input type="checkbox"/> Young Carer	<input type="checkbox"/> Emotional Neglect	<input type="checkbox"/> Intentionally Homeless	<input type="checkbox"/> Forced Marriage	<input type="checkbox"/> Missing from education	<input type="checkbox"/> Physical disability	<input type="checkbox"/> Under-16 Yr old pregnancy
<input type="checkbox"/> Child/young person in need	<input type="checkbox"/> School Attendance	Please give any details on the presenting issues:									

Parent/Carer

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

General issues

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

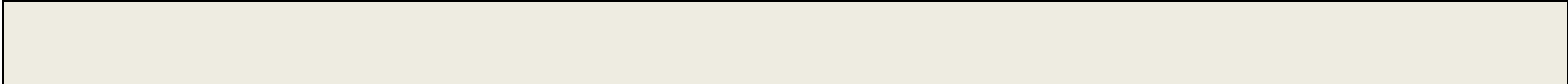
If appropriate, what level of need does this child/young person or family display?

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

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

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



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

Y/N

If Yes, please attach the assessment to this referral

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

Y/N

If Yes, please attach the assessment to this referral