



Walthamstow Academy

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SAFEGUARDING POLICY

Adopted by:	Walthamstow Academy	
Date:	September 2021	
Signed off by:	Emma Skae	Geoff Skewes
Role:	Principal	Chair of Governors
Review frequency:	Annually	
Review date:	September 2022	



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KEY SCHOOL CONTACT DETAILS

Designated E-Safety Lead	<p>Jess Capstick</p> <p>TEL: 02085273750</p> <p>EMAIL: jess.capstick@walthamstow-academy.org</p>
Designated Safeguarding Lead (DSL) {and Deputy Designed Safeguarding Leads (DDSLs)}	<p>Main DSL for the School</p> <p>Jess Capstick</p> <p>TEL: 02085273750</p> <p>EMAIL: jess.capstick@walthamstow-academy.org</p> <p>Deputy DSL</p> <p>Kemi Armstrong</p> <p>TEL: 02085273750</p> <p>EMAIL: kemi.armstrong@walthamstow-academy.org</p> <p>Deputy DSL</p> <p>Hannah McAlpine</p> <p>TEL: 02085273750</p> <p>EMAIL: hannah.mcAlpine@walthamstow-academy.org</p>
Designated Teacher for Looked after Children	<p>Tijen Adem</p> <p>TEL: 02085273750</p> <p>EMAIL: tijen.adem@walthamstow-academy.org</p>
Local Governing Body (LGB)	<p>Chair of LGB</p> <p>Geoff Skewes</p> <p>TEL: 02085273750</p> <p>EMAIL: Geoff.skewes@walthamstow-academy.org</p> <p>Nominated Safeguarding/E safety Governor of LGB:</p> <p>Lynne Miles</p>
Principal	<p>Emma Skae</p> <p>Tel: 02085273750</p>

KEY EXTERNAL AGENCY CONTACT DETAILS

	EMAIL: emma.skae@walthamstow-academy.org
United Learning Trust (ULT)	<p>Chair of ULT Dame Yasmin Bevan</p> <p>EMAIL: company.secretary@unitedlearning.org.uk</p> <p>Head of Safeguarding Darren Ellison-Lee, Director of Primary Education</p> <p>EMAIL: darren.ellison-lee@unitedlearning.org.uk</p>
<p>Corporate Director Children's Social Care Services</p> <p>Inter-agency Escalation of concerns beyond escalation to Team Manager for Children's social care intervention</p>	<p>Phone: 020 8496 1907</p> <p>Email: cspahub@walthamforest.gov.uk; amana.gordon@walthamforest.gov.uk</p>
Disclosure and Barring Service (DBS)	<p>Disclosure Service</p> <p>ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom</p> <p>TEL: 03000 200 190</p> <p>EMAIL: customerservices@db.gov.uk</p> <p>Barring Service</p> <p>ADDRESS: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF, United Kingdom</p> <p>TEL: 03000 200 190</p>
Local Authority Children's Social Care Services	<p>TEL: 0208 496 2310</p> <p>EMAIL: wfdirect@walthamforest.gov.uk</p> <p>OUT OF HOURS EMERGENCY DUTY TEAM TEL: 02084963000</p>
<p>Local Safeguarding Children Board (LSCB)</p> <p>Local Safeguarding Partners (LSPs)</p>	<p>Phone: 0208 496 2310</p> <p>Email: strategicpartnerships@walthamforest.gov.uk</p>

<p>Local Authority Designated Officer (LADO)</p>	<p>lado@walthamforest.gov.uk</p> <p>Gill Nash – Local Authority Designated Officer</p> <p>0208 496 3646</p> <p>EMAIL: LADO@walthamforest.gov.uk</p> <p>N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours</p>
<p>Multi-Agency Safeguarding Hub (MASH)</p> <p>Single point of referral for Early Help, Child Protection and Adults’ Safeguarding in Waltham Forest</p>	<p>TEL: 0208 496 2310</p> <p>EMAIL: mashrequests@walthamforest.gov.uk</p> <p>Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm</p> <p>Out of Hours: 020 8496 3000</p> <p>Email: MASHrequests@walthamforest.gov.uk</p>
<p>NSPCC’s what you can do to report abuse dedicated helpline</p>	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH</p> <p>TEL: 0800 028 0285</p> <p>EMAIL: help@nspcc.org.uk</p>
<p>NSPCC whistleblowing advice line</p>	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH</p> <p>TEL: 0800 028 0285</p> <p>EMAIL: help@nspcc.org.uk</p>
<p>OFSTED Safeguarding Children</p>	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm)</p> <p>EMAIL: Whistleblowing@ofsted.gov.uk</p>
<p>Support and Advice about Extremism</p>	<p>Police</p> <p>PC Lisa Thornton (SSO)</p> <p>TEL: 101</p> <p>EMERGENCY: 999</p> <p>NON EMERGENCY NUMBER: 101</p> <p>EMAIL: Lisa.A.Thornton@met.pnn.police.uk</p>

	<p>Local Authority Sean Thompson</p> <p>TEL: 020 8496 3447 Ext 3447 EMAIL: sean.thomson@walthamforest.gov.uk PREVENT LEAD: Sean Thompson</p> <p>Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
Teaching Regulation Agency (TRA)	<p>TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>

Adolescent Safeguarding Lead Local Authority Children's Social Care Services	<p>Refer via MASH. Phone: 0208 496 2310 Email: Reanne.Turner@walthamforest.gov.uk</p>
Child Death Overview Panel (CDOP) notifications	<p>Phone: 020 8496 3691 Email: cdop@walthamforest.gov.uk cdop@walthamforest.gov.uk</p>
Corporate Director Quality Assurance (QA)	<p>Phone: 020 8496 3685 Email: cspahub@walthamforest.gov.uk; Darren.McAughtrie@walthamforest.gov.uk</p>
Early Help	<p>Phone: 020 8496 1517 Email: earlyhelp@walthamforest.gov.uk</p>
Female Genital Mutilation (FGM) Community Safety	<p>Refer via MASH. Phone: 020 8496 3281 Email: Sylvie.lovell@walthamforest.gov.uk</p>
Forced Marriage Unit	<p>Phone: 020 7008 0151 Email: fmufco.gov.uk.</p>
Gangs Community Safety	<p>Refer via MASH. Phone: 0208 496 2310 Email: Adeolu.Solarin@walthamforest.gov.uk</p>
Harmful Sexual Behaviour Lead, Children's Social Care Services	<p>Refer via MASH. Tel: 020 8496 5027 Mob: 0797 476 8433 Email: tracey.goddard@walthamforest.gov.uk</p>

Mental Health First Aid / Public Health	catherine.hutchinson@walthamforest.gov.uk
Multi Agency Risk Assessment Conference (MARAC)	Refer via MASH . Phone: 0208 496 2310 Email: Dianne.Andrews@walthamforest.gov.uk
Prevent Community Safety	Refer via MASH . Phone: 020 8496 3000 Mobile: 07816150037 Email: communitysafety@walthamforest.gov.uk ; Amy.Strode@walthamforest.gov.uk
Private Fostering	Refer via MASH . Phone: 0208 496 2310 Phone: 020 8496 1575 Email: Pamela.Levy@walthamforest.gov.uk
Special Educational Needs and Disability (SEND) Service [formerly known as Disability Enablement Service (DES)]	Phone: 020 8496 6503 Email: senteam@walthamforest.gov.uk
Violence against women and girls (VAWG) & Domestic Abuse one-stop-shop	Refer via MASH . Phone: 0208 496 2310 Email: vawg@walthamforest.gov.uk ; domesticabuseadvice@walthamforest.gov.uk
Virtual School	Phone: 020 8496 1741 Email: virtual.school@walthamforest.gov.uk Head of Virtual School: fay.blyth@walthamforestgov.uk

POLICY STATEMENT

This policy applies to Walthamstow Academy. United Learning Trust requires the academy's local governing body (LGB) to review and update this policy annually (as a minimum). This policy is available on the academy website. This policy is ratified annually by the United Learning group board.

This policy has regard to the following guidance and advice:

- [Keeping Children Safe In Education \(September 2021\) \('KCSIE'\)](#)
- [What to do if you're worried a child is being abused: advice for practitioners \(March 2015\)](#)
- [The use of social media for on-line radicalisation \(July 2015\)](#)

- [Protecting children from radicalisation: the prevent duty \(updated August 2015\)](#)
- [Information sharing: advice for practitioners providing safeguarding services \(July 2018\)](#)
- [Disqualification under the Childcare Act 2006 \(updated August 2018\)](#)
- [Working Together to Safeguard Children \(updated February 2019\)](#)
- [Relationships education, relationships and sex education \(RSE\) and health education \(updated July 2019, last updated 2020\)\)](#)
- [Channel guidance \(December 2019\)](#)
- [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people December 2020](#)
- [Revised Prevent Duty Guidance for England and Wales \(April 2021\)](#)
- [Mental Health and Behaviour in Schools \(advice for schools\) November 2018 \(noting also Promoting and supporting mental health and wellbeing in schools and colleges June 2021, and a range of resources available from Public Health England](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(September 2021\)](#)

This policy also takes into account the procedures and practices of the London Borough of Waltham Forest and the published safeguarding arrangements set out by the Waltham Forest Safeguarding Children Board (WFCSB) safeguarding partners.

The LGB, and the senior leadership team, especially their designated safeguarding lead (DSL) and the deputy designated safeguarding leads (DDSLs), will:

- make themselves aware of and follow their local arrangements (including the local criteria for action and the local protocol for assessment)
- ensure this is reflected in their own policies and procedures
- supply information as requested by the three safeguarding partners – local authority children’s social care services, the police and health services
- work with the three safeguarding partners and other services to promote the welfare of students and protect them from harm.

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The school will ensure we facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Staff working with children should have an attitude of ‘it could happen here’ and no reports in their school it does not mean it is not happening. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart. Where there is a safeguarding concern the school will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.

MANAGEMENT OF SAFEGUARDING

The academy's DSL is Jess Capstick who is a member of the senior leadership team (SLT).

Kemi Armstrong and Hannah McAlpine are the (DDSLs) and either is the person to whom reports should be made in the absence of the DSL. This ensures there is cover for the role at all times. All of SLT are trained to DSL safeguarding level.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the academy. The DSL's responsibility is to maintain an overview of safeguarding within the academy, to open channels of communication with local statutory agencies, to liaise closely with safeguarding partners such as the local authority children's social care services and the police in carrying out their safeguarding duties and to monitor the effectiveness of the academy's policies and procedures in practice. The DSL (and DDSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern.

The DSL works with the LGB to review and update the academy's safeguarding policy. Where a student leaves the academy and they have one, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a student leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the student

arrives. The DSL will ensure that key staff in the new school, such as the SENCO, are also aware of these arrangements, as required.

The DSL regularly reviews the academy's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to the local authority children's social care services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the academy to discuss any safeguarding concerns. For out of hours/out of term activities, the academy's arrangements are to enter incidents onto the Child Protection Online Management System (CPOMS) and contact the Vice Principal or Principal directly.

Full details of the DSL's role can be found at [Annex B of KCSIE](#).

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

CONCERNS ABOUT A CHILD

The academy has a duty to consider at all times the best interests of the student and take action to enable all students to achieve the best outcomes. Safeguarding and promoting the welfare of students is everyone's responsibility, this includes members of the teaching and non-teaching staff, including part-time staff, temporary and supply staff, governors and visiting staff, such as musicians, sports coaches and volunteers. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy. Anyone involved should expect to support local authority children's social care services and other agencies following any referral.

The academy has arrangements for listening to students and providing early help and processes for students to raise concerns about themselves or their peers. A 'drop in' service run by the safeguarding team is run every break and lunch time. This provides our students with a safe environment with a trained member of the safeguarding team to talk about anything that they would like. The safeguarding team and this facility is promoted to students on posters around the academy, during assemblies, Personal Social Health Education (PSHE) lessons and tutor time.

The academy has a proactive approach to safeguarding and provides information about relationship education, relationship and sex education and health education.

DEFINITION OF SAFEGUARDING AND TYPES AND SIGNS OF ABUSE

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental or physical health or 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.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by 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 others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A STUDENT

If staff suspect or hear an allegation or concern of abuse or neglect from a student or any third party, they must follow the relevant procedure below.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the student that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the student) and explain to the student that staff will only share the information with members of the safeguard team who need to know to help the student. All staff should explain next steps and that the information will be passed to the DSL.
- Make a CPOMS referral as soon as possible detailing the discussion, location, participants and any action taken.
- If the student is in immediate danger they should remain with the staff member and the DSL alerted immediately via radio (alert reception who can radio the DSL)

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing on CPOMS. If the incident involves illegal images, these are not to be shared via CPOMS or email and instead noted on CPOMS that they have been seen.

Where there is a safeguarding concern, the academy will ensure the student's wishes and feelings are taken into account wherever possible and will work with them (and their parents/carers where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence.

The academy manages this by one key person working with the student and recording all decisions/conversations on CPOMS to ensure the student is heard and their wishes followed where feasible. The safeguarding offices are designed as safe havens for children to relax and talk. Vulnerable students and those with special education needs and disability (SEND), attend small group and/or 121 therapy with the social, emotional and mental health (SEMH) Learning Support Assistant (LSA). This allows the students to be supported to vocalise their wishes and concerns in a way that is appropriate for their cognitive level.

Safeguarding information will often be special category personal data and the academy will have due regard to its data protection obligations when sharing such [data as set out in the General Data Protection Regulation \(GDPR\)](#). Data can be defined as details of either a safeguarding concern or incident. Whilst the academy aims to get consent to share information, relevant personal information may be shared without consent if there is a lawful basis to do so such as where a student's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and

who the information has been given to. The academy operates its processes with the best interests of the student at their heart.

The academy will ensure relevant staff are have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- not providing pupils' personal data where the serious harm test under the legislation is met.

When sharing information staff will ensure they comply with group data protection policies and keep records of disclosures as required by these policies.

[Data Sharing Policy](#)

[Requests for personal data from a third party](#)

[Procedure for disclosing information safely](#)

[Procedure for the secure transfer of files](#)

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A STUDENT

If staff (teaching and non-teaching, including part-time staff, temporary and supply staff, governors and visiting staff, such as musicians, sports coaches and volunteers) have any concerns about a student's welfare they should act immediately and should speak with the academy's DSL or DDSL. If, in exceptional circumstances, the DSL or DDSL is not available, this should not delay appropriate action being taken and staff should consider speaking to a member of the SLT s and/or take advice from the local authority children's social care services. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible. All incidents/disclosures/actions must be reported on CPOMS in a timely manner.

The DSL will consider the appropriate action to take in accordance with the [threshold document published by the Waltham Forest Safeguarding Hub](#).

Options will include:

- managing any support for the student internally via the academy's own pastoral support processes;
- making an early help assessment; or

- making a referral to statutory services.

If a student's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures (see appendix 5) to ensure their concerns have been addressed and to ensure that the student's situation improves.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping students safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (such as on a child in need or child protection plan). Staff should challenge any inaction and follow this up with the DSL and local authority children's social care services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

EARLY HELP

Any student may benefit from early help but all staff should be particularly alert to the potential need for early help for a student who:

- has a disability or has certain health conditions and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- Is a young carer;
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- Is at risk of being radicalised or exploited;
- Has a family member (carer/guardian) in prison, or is affected by parental offending;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse;
- Has returned home to their family from care;
- Is at risk of honour-based abuse such as Female Genital Mutilation or Forced Marriage;
- Is a privately fostered child.
- Is persistently absent from education, including persistent absences for part of the school day.

Early Help means providing support as soon as a problem emerges at any point in a student's life, from the foundation years through to the teenage years. Early help can move with the student

within the borough and between educational establishments if the establishment has brought in early help services.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that students are at risk.

Early help means providing support as soon as a problem emerges at any point in a student's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a student may benefit from early help should discuss this with the academy's DSL or DDSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to the local authority children's social care services if the student's situation does not appear to be improving or is getting worse.

WHAT STAFF SHOULD DO IF A STUDENT IS SUFFERING, OR IS LIKELY TO SUFFER FROM HARM

If staff (teaching and non-teaching, including part-time staff, temporary and supply staff, governors and visiting staff, such as musicians, sports coaches and volunteers) believe that a student is suffering, or is likely to suffer from harm, or is in immediate danger it is important that an immediate referral to local authority children's social care services (and/or the Police if appropriate) is made in accordance with Waltham Forest Multi Agency Safeguarding Hub (MASH) referral process. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

The Waltham Forest Safeguarding Children Board (WFSCB) ensures that all local children's services and agencies within Waltham Forest work together for the safety and well-being of children and young people.

WFSCB arrangements can be found at:

<https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=5ILArmjPvHo>

Local safeguarding children boards are a statutory requirement for ensuring and monitoring the effectiveness of local agencies that provide services for children up to the age of eighteen. The board works with partner agencies to promote the safety and well-being of children and young people within the borough.

The WFSCB follows guidance from Working Together to Safeguard Children 2018, and in accordance with the Children Act 1989 and the Children Act 2004.

The WFSCB is currently working on three priority areas:

- adolescent safeguarding
- child neglect
- safeguarding in settings

Within Waltham Forest the safeguarding partners are:

(a) Waltham Forest Council

(b) NHS Waltham Forest, Newham and Tower Hamlets Clinical Commissioning Groups (CCGs)

(c) Waltham Forest and Newham Metropolitan Police Services

The new published arrangements for Waltham Forest can be found [here](#)

If a DSL/DDSL feels that Waltham Forest Social Services are not responding appropriately to a case they can escalate the case using the procedure documented in Appendix 5.

Students who attend off-site provision, are engaged in close one to one teaching or alternative provision are supported by staff who have attended annual Child Protection Level 1 training. Staff are made clear of expectations and how to keep both themselves and students safe.

The Educational Visits Co-Ordinator (EVC) oversees all trip paperwork to ensure that relevant risk assessments and procedures are put into place. Work experience placements are screened and only businesses that meet the required safeguarding criteria will be used.

WHAT STAFF SHOULD DO IF A STUDENT IS SEEN TO BE AT RISK OF RADICALISATION

This section should be read in conjunction with the Academy policy on Extremism. Staff should follow the Academy's normal referral processes when there are concerns about students who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel, (a multi-agency safeguarding programme run in every local authority in England and Wales.) It is designed to stop vulnerable people from being drawn into terrorism, and involves a range of organisations that work directly with individuals of any age, including the local authority, the police and health organisations) or the local authority children's social care services depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a student being drawn into terrorism they must complete a Waltham Forest MASH referral or call 999. Advice and support can also be sought from the local authority children's social care services. .

The academy, in recognition that students may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Principal, the DSL or DDSL, and governor responsible for safeguarding, to ensure the academy's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

WHAT STAFF SHOULD DO IF THEY DISCOVER AN ACT OF FEMALE GENITAL MUTILATION

Any member of staff should speak to the DSL or DDSL about any concerns about female genital mutilation (FGM). Teaching staff have a separate duty to report to the police cases where they discover that an act of FGM appears to have been carried out on a girl under the age of 18. All staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect or discover that a student may be at risk of FGM.

WHAT STAFF SHOULD DO IF A STUDENT GOES MISSING FROM EDUCATION

Students missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation. The academy's procedures for unauthorised absence and for dealing with children who go missing from education are to complete the Waltham Forest Children Missing in/from Education form, to liaise with police, complete a home visit and to make a MASH referral. Further detail can also be found at Appendix 1 of this policy.

The academy will report to Waltham Forest a student who fails to attend school regularly or has been absent from school without the academy's permission or a medical certificate for a continuous period of 10 school days or more. A home visit will be completed during this time and the local authority in school Education Welfare Officer alerted.

ELECTIVE HOME EDUCATION

Where a parent/carer has expressed their intention to remove a student from the academy with a view to educating at home, the academy will try to work together with the local authority and key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each student. This is particularly important where a student has SEND, is vulnerable, and/or has a social worker. The school will inform the local authority of all deletions from the admissions register when a student is taken off roll.

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER MEMBER OF STAFF (THIS INCLUDES MEMBERS OF THE TEACHING AND NON-TEACHING STAFF, INCLUDING PART-

TIME STAFF, TEMPORARY AND SUPPLY STAFF, GOVERNORS AND VISITING STAFF, SUCH AS MUSICIANS, SPORTS COACHES AND VOLUNTEERS)

If staff have safeguarding concerns, or an allegation is made about another staff member posing a risk of harm to children, then this should be referred to the Principal. Where there are concerns/allegations about the Principal, this should be referred to the Chair and the Safeguarding Lead of the LGB.. In the event of concerns/allegations of abuse being made, staff are referred to the procedures below regarding managing allegations of abuse against staff (including members of the teaching and non-teaching staff, including part-time staff, temporary and supply staff, governors and visiting staff, such as musicians, sports coaches and volunteers.) and United Learning Guidance on Dealing with Allegations of Abuse against Teachers and Other Staff (available to all staff on the United Learning Hub).

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT THE SAFEGUARDING PRACTICES IN THE ACADEMY

Where staff have concerns about poor or unsafe practices and potential failures in the academy's safeguarding regimes, these should be raised in accordance with the academy's whistleblowing procedures which can be found in the staff handbook and safeguarding handbook. There will be no disciplinary action taken against a member of staff for making such a report provided it is done in good faith.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff, parents/carers or others who feel unable to raise these concerns internally, they can call the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Staff are also able to contact the local authority designated officer (LADO) at lado@walthamforest.gov.uk or on 0208 496 3646

ARRANGEMENTS FOR DEALING WITH PEER ON PEER ALLEGATIONS

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between students and within students' relationships (both intimate and non-intimate).

The school recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators"). Even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported. As such, if staff have any concerns regarding peer on peer abuse, they should speak to their Designated Safeguarding Lead.

Peer-on-peer abuse can be associated with factors outside the academy and can occur online and offline and between children of any age or gender. The academy therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.

The academy takes the strict steps to minimise the risk of peer-on-peer abuse.

- Staff training on peer on peer abuse (covered in safeguarding training at the start of the school year)
- Education for students on sexual relationships/consent/personal safety
- Reinforcement and support for students displaying negative behaviour
- Sexualised behaviour traffic light system followed to assess impact of behaviour
- Risk/AIMS assessment completed by the DSL lead following a sexualised incident
- Clear guidelines outlined in the behaviour policy

The school’s approach to students sharing nudes and semi-nudes images and or videos (also known as sexting or youth produced sexual imagery) is:

- Staff training on students sharing nudes and semi-nudes images and or videos (covered in safeguarding training at the start of the school year)
- Education for students on sexual relationships/consent/personal safety/ nude images and the law
- If an incident comes to a member of staff’s attention they must report it to the DSL immediately, who will investigate
 - The member of staff:
 - must explain to the student that they will need to report it to the DSL and reassure them that they will receive support and help from the DSL
 - must not copy, print, share, store or save the imagery, or ask a student to share or download it – this is illegal
 - must not delete the imagery or ask the young person to delete it
 - must not ask the student to disclose information regarding the imagery
 - must not say anything to blame or shame any young people involved
 - If the member of staff has already viewed the imagery by accident, this must be reported to the DSL who can signpost support

The academy’s approach to sexting is to follow the academy [behaviour policy](#) and to alert the Safer Schools Officer (SSO) who will advise and speak to the students and parent/carers. A Computer Aided Dispatch (CAD) number will be created and the incident recorded with the police. Staff are also referred to United Learning E-Safety Policy (available on the United Learning Hub). PSHE and assemblies will be delivered to enable children to make the right choices and to understand the consequences of such actions.

Where an issue of student behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the anti-bullying and behaviour policies.

If a report of sexualised behaviour is received the Head of Year will work alongside their SLT line manager to investigate the incident. The SSO will be alerted and the level of police intervention will be discussed and one of two courses of actions will be agreed.

Option 1 – Police take over the case and lead interviews and investigations.

Option 2 – Police speak to the student and the academy completes the investigation and puts sanctions and support in place.

WHAT TO DO IF STAFF SUSPECT THAT A STUDENT MAY BE AT RISK OR HEARS A REPORT OF PEER ON PEER ABUSE

For detailed information on what sexual violence and sexual harassment constitutes, important context to be aware of, related legal responsibilities for schools and colleges, advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment and more detailed advice on responding to reports see departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges and Part 5 KCSIE.

The academy’s initial response to a report from a student is important. How the academy responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online should not be downplayed and should be treated seriously. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

It is important to note that students may not find it easy to tell staff about their abuse verbally. Students can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of staff may overhear a conversation that suggests a student has been harmed or a student’s own behaviour might indicate that something is wrong. If staff have any concerns about a student’s welfare, they should act on them immediately rather than wait to be told.

All staff are trained to manage a report. Effective safeguarding practice includes:

- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a student is likely to disclose to someone they trust: this could be anyone on the school staff. It is important that the person to whom the student discloses recognises that the student has placed them in a position of trust. They should be supportive and respectful of the student;
- recognising that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can affect memory and so the student may not be able to recall all details or timeline of abuse;
- keeping in mind that certain students may face additional barriers to telling someone because of their disability, sex, ethnicity and/or sexual orientation;
- listening carefully to the student, reflecting back, using the student's language, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc. It is important to note that whilst leading questions should be avoided, staff can ask students if they have been harmed and what the nature of that harm was;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the student and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the student and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the student presents them. The notes should not reflect the personal opinion of the note taker. Schools should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCIS guidance on Sharing nudes and semi-nudes: advice for education settings working with children and young people.
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

If a staff member has a concern that a student may be at risk of or experiencing abuse by their peer(s), or that a student may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that an immediate course of action can be agreed.

In the event of disclosures about peer-on-peer abuse, all students involved will be treated as being at risk and the safeguarding procedures in accordance with the Anti-Bullying policy will be followed. This means that if a member of staff thinks for whatever reason that a student may be at risk of or experiencing abuse by their peer(s), or that a student may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed.

The academy recognises that a student is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that that person is in a position of trust.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). The academy treats all students involved as being at potential risk and ensures a safeguarding response is in place for both the student who has allegedly experienced the abuse, and the student who has allegedly been responsible for it. Immediate consideration will therefore be given as to how best to support and protect all students involved/impacted.

The academy will take into account the views of the student/students affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the student/students and their parents/carers following appropriate liaison with the local authority children's social care services. The academy should manage the student's/students' expectations about information sharing and keep them and their parents/carers informed of developments, where appropriate and safe to do so.

All students affected by peer-on-peer abuse will be supported by the safeguarding team and support from external agencies will be sought, as appropriate. Alleged victims will be reassured that they are being taken seriously and that they will be supported and kept safe. Support will be agreed in response to each individual case. Possible support options are, mentoring, 1:1 counselling, small group work and parent/carer/teacher meetings. The academy recognises that students with special educational needs and disabilities or certain health conditions can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.

A student against whom an allegation of abuse has been made may be suspended from the school during the investigation. The academy will take advice from the WFSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the alleged "victim" and "perpetrator". If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the academy will ensure that, subject to the advice of the WFSCB, parents/ carers are informed as soon as possible and that the students involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the academy and advice will be sought as necessary from the WFSCB and/ or the police as appropriate.

REPORTS CONCERNING HARMFUL SEXUAL BEHAVIOUR

Consideration of safeguarding all those students involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- The wishes of the alleged victim
- The nature of the alleged incident
- The ages of the students involved
- The developmental stages of the students involved
- Any power imbalance between the students
- If the alleged incident is a one-off or sustained pattern
- Any ongoing risks
- Other related issues and context

Any response and action will, as always, have at the centre the best interests of the student. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The alleged victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would an alleged victim ever be made to feel ashamed for making a report.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment in respect of each student potentially affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the alleged victim;
- the alleged perpetrator; and
- the other students (and, if appropriate, staff) at the academy.

The DSL will consider as part of the academy's response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all students and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the alleged victim and perpetrator and considerations regarding shared classes and sharing academy premises. Any professional risk assessment will inform the academy's approach.

The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will always be passed to the police. A report to the police will generally be made in parallel with a referral to the local authority children's social care services..

If the DSL decides to make a referral to the local authority children's social care services and/or a report to the police against an alleged victim's wishes, the reasons should be explained to the student and appropriate specialist support offered. The DSL or DDSL will also work closely with the local authority children's social care services and other agencies as required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged

perpetrator, staff, parents/carers and others will be informed of the allegations and what information can be disclosed, bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a student is subject to bail, the DSL will liaise with the police and the local authority children's social care services to ensure the welfare and safety of all students and update the risk assessment and ensure relevant protections and measures are in place for all students.

The academy will consider whether disciplinary action may be appropriate for any student/students involved. Before deciding on appropriate action the academy will always consider its duty to safeguard all students from harm; the underlying reasons for a student's behaviour; any unmet needs, or harm or abuse suffered by the student; the risk that the student may pose to other students; and the severity of the peer-on-peer abuse and the causes of it. Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other students in the academy.

The DSL will ensure that where students move to another school following an incident of peer-on-peer abuse, the new school is made aware of any ongoing support needs and, where appropriate, any potential risks to other students and staff.

The academy recognises that good record-keeping and monitoring of sexual violence and sexual harassment reports is essential and assists the School in meeting its Public Sector Equality Duty.

CONTEXTUAL SAFEGUARDING

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the academy and/or can occur between students outside of these environments. All staff, but especially the DSL (and DDSLs) should consider whether students are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and students can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

ARRANGEMENTS FOR DEALING WITH CONCERNS/ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE PRINCIPAL, GOVERNORS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)

The academy's procedures for managing concerns/ allegations against staff who are currently working in the academy follows Department for Education statutory guidance and WFSCB arrangements and applies when staff (including members of the teaching and non-teaching staff,

including part-time staff, temporary and supply staff, governors and visiting staff, such as musicians, sports coaches and volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student;
- Possibly committed a criminal offence against or related to a student;
- Behaved towards a student in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with students or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with students.

Non-recent allegations

Allegations against an adult who is no longer connected to the academy should be referred to the police. Where it is known that the adult is still working/volunteering with students, all allegations (including historical (non-recent) allegations of abuse) should be referred to the police and also the LADO in the local authority that the adult is working.

Where an adult makes an allegation to the academy that they were abused as a child, they should be advised to report the allegation to the police. Non-recent allegations made by a student, should be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. Abuse can be reported no matter how long ago it happened.

If an allegation is made against anyone working with students in the academy, the academy should not undertake their own investigation of allegations without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, the academy may discuss informally with the LADO on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

Allegations that may meet the harms threshold

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the case manager who is the Principal. Where the Principal is absent or is the subject of the allegation or concern, reports should be made to the LGB Chair and the lead governor for safeguarding. Where the Principal is the subject of the allegation or concern, the Principal must not be informed of the allegation prior to contact with the LGB's Chair lead governor for safeguarding and the LADO.
2. **Welfare of the child:** Where the case manager deems that a child has been harmed, or there to be an immediate risk of harm to a student, or if the situation is an emergency, the DSL (or DDSL) should contact Children's Social Care and, as appropriate (e.g. if there is evidence of a possible criminal offence), the police immediately.
3. **Investigating and supporting the person subject to the allegation:** Before contacting the LADO, the academy should conduct basic enquiries in line with local procedures to establish the facts and help determine if there is any foundation to the allegation, being careful not to jeopardise any future police investigation, such as:
 - Was the individual in the school at the time of the allegation?
 - Could they have come into contact with the student?

The academy should establish what initial information the LADO will require, and if in doubt check with the LADO before undertaking any initial enquiries, to ensure not to prejudice the position.

4. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. (Where the case manager deems there to be an immediate risk to students or there is evidence of a possible criminal offence, the case manager may involve the police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents/carers of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the academy's attention and appear to meet the criteria or that are made directly to the police and/or the local authority children's social care services.
5. All discussions should be recorded in writing, and any communication with both the individual and the parents of the student(s) agreed with the police/LADO. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
6. **Suspension:** The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, the HR adviser, and KCSIE (paras 361-368), as well as the police and children's social care if relevant when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the academy and shall provide them with their contact details.
7. **Support for the member of staff:** whilst the welfare of the student is paramount, appropriate welfare support should also be made for the member of staff. Information is confidential, and should not ordinarily be shared with other staff, students or parents not directly involved. See further guidance in KCSIE (369-371).
8. The case manager will ensure that parents/carers are informed as soon as possible and kept informed about progress of the case, subject to any advice from the local authority children's social care services or the police.
9. **Further investigation:** where further investigation is required, the LADO and case manager will agree how and by whom the further investigation will be undertaken. (See further paras 352-355 KCSIE).
10. The case manager will discuss with the designated officer whether a referral to the **Disclosure and Barring Service (DBS) and/or Teaching Regulation Agency (TRA)** should be made, noting the requirements of KCSIE. For instance:
 - a. If: 1) the allegation is substantiated; and 2) the person is dismissed (including by an agency) or the school (or agency) ceases to use their services, or the person resigns

or otherwise ceases to provide their services, then the employer has a legal duty to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

- b. The employer has a legal requirement to make a referral to the DBS where they remove an individual from regulated activity (or would have removed an individual had they not left), and they believe the individual has:
 - i. engaged in relevant conduct in relation to children and/or adults,
 - ii. satisfied the harm test in relation to children and/or vulnerable adults; or
 - iii. been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence.
- c. In a case involving serious professional misconduct by a teacher, the case manager must consider whether to make a referral to the TRA. In certain cases, the TRA will consider whether to prohibiting the individual from teaching.

11. Where the initial discussion leads to no further action, the case manager and the LADO should record the decision and justification for it; and agree on what information should be put in writing to the individual concerned and by whom.

12. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the academy's safeguarding procedures or practices to help prevent similar events in the future.

13. **Settlement:** Compromise or settlement agreements **should not** be used where there are allegations which indicate the person poses a risk of harm or may not be suitable to work with children and will not prevent a police and/or school investigation, or referral to the DBS or TRA where the criteria are met. Failure to do so is a criminal offence. The academy will continue its investigation if the person leaves, resigns or ceases to provide their services. The academy will check the relevant provisions of KCSIE (391-396).

Information sharing

Staff should be mindful of the guidance set out at paragraphs 372-380 KCSIE in relation to sharing information between safeguarding partners during the course of the process of managing allegations against staff.

The academy will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegation outcomes

Allegations found to be malicious will be removed from the alleged perpetrator's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. Substantiated allegations should be included in references, provided that the information is factual and does not include opinions (KCSIE 401). Low level concerns (see below) should not be included in references unless they relate to issues which would normally be included in a reference such as misconduct or poor performance (KCSIE 423).

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager should consider whether the child and/or person who made the allegation is in need of help or may have been abused by someone else, in which case a referral to children's social care may be appropriate.

If an allegation is shown to be deliberately invented or malicious, the principal will consider whether any disciplinary action is appropriate against a student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible even if they are not a student.

SUPPLY TEACHERS

Where the academy has to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business (referred to in this section as 'the agency'), they will ensure allegations are dealt with properly. They will liaise with the LADO to determine a suitable outcome and discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part.

Agencies should be fully involved and cooperate with any enquiries from the LADO, police and/or children's social care. The academy will usually take the lead because agencies do not have direct access to students or other academy staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

When using an agency, the academy will inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

GOVERNORS

If an allegation is made against a governor, the academy will follow its own local procedures. Where an allegation is substantiated, they should follow the procedures to consider removing them from office.

CONCERNS THAT DO NOT MEET THE HARM THRESHOLD/LOW – LEVEL CONCERNS POLICY

As part of our whole academy approach to safeguarding, the academy will ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers (including governors) and contractors) are dealt with promptly and appropriately.

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with students;
- having favourites;
- taking photographs of students on their mobile phone;
- engaging with a student on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

It is crucial that any such concerns, including those which do not meet the allegation/harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

Sharing/reporting a concern

Low-level concerns about a member of staff should be reported to the Principal. Where a low-level concern is raised about the Principal, it should be shared with the chair of governors. If someone is unclear who they should share their concern with, they should share it with the United Learning Safeguarding Lead, who is part of the Central Office Team. Staff do not need to be able to determine in each case whether their concern is a low-level concern, or if it is in fact serious enough to consider a referral to the LADO or meets the threshold of an allegation. Once staff share what they believe to be a low-level concern, that determination should be made by the Principal.

Where a low-level concern relates to a person employed by a supply agency or a contractor to work in a school, that concern should be shared with the Principal, and recorded and their employer notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the staff member sharing the concern does not wish to be named the school will respect this person's wishes as far as possible. However, there may be circumstances where the staff member will need to be named (for example where it is necessary in order to carry out a fair disciplinary investigation) and, for this reason, anonymity can never be promised to members of staff who share low-level concerns.

Self-Reporting

Occasionally an adult may find themselves in a situation which could be misinterpreted or might appear compromising to others. Equally, an adult may, for whatever reason, have behaved in a manner which, on reflection, they consider falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances can be positive for a number of reasons: it is self-protective, in that it enables a potentially difficult issue to be addressed at the earliest opportunity; it demonstrates awareness of the expected behavioural standards and self-awareness as to the individual's own

actions or how they could be perceived; and, crucially, it is an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

How should a low-level concern be responded to

The Principal should:

- speak to the person who raised the concern (unless it has been raised anonymously), regardless of whether a written summary, or completed low-level concerns form has been provided;
- review the information and determine whether the behaviour (i) is entirely consistent with the school's Code of Conduct and the law, (ii) constitutes a low-level concern, (iii) is serious enough to consider a referral to the LADO, or (iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO/other relevant external agencies;
- where the {headteacher/principal} is in any doubt whatsoever, they should seek advice from the LADO;
- speak to the individual about whom the low-level concern has been raised (unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted);

Any investigation of low-level concerns should be done discreetly and, on a need-to-know basis. Advice should be sought from Human Resources and legal services (where necessary) about next steps.

There are a number of potential outcomes e.g.

- If it is decided that the low-level concern in fact amounts to behaviour which is entirely consistent with the organisation's Code of Conduct and the law it will still be important for the Principal to inform the individual in question what was shared about their behaviour, and to give them an opportunity to respond to it; In addition, the Principal should speak to the person who shared the low-level concern to provide them with feedback about how and why the behaviour is consistent with the organisation's Code of Conduct and the law.
- Some will not give rise to any ongoing concern and, accordingly, will not require any further action;
- Others may be most appropriately dealt with by means of management guidance and/or training;
- A low-level concern may require a conversation with the individual about whom the concern has been raised. This should include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment which is agreed with the individual, and regularly reviewed with them, may also be appropriate;
- Some low-level concerns may also raise issues of misconduct or poor performance;
- Some concerns may trigger the organisation's disciplinary, grievance or whistleblowing procedures, which should be followed where appropriate;
- A referral to the LADO as the school believes the threshold has been met.
- The school should exercise their professional judgement and, if in any doubt, they should seek advice from other external agencies including the LADO.

The Principal should review the central low-level concerns file periodically to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record of these reviews should be made.

Recording concerns

All procedures for recording and storing of records should comply with United Learning's Data Protection Policies.

All low-level concerns should be recorded in writing by the Principal. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

The name of the individual sharing the low-level concern, and their role, should be stated, as should the name of the individual about whom the concern is being raised, and their role within the organisation at the time the concern is raised. If the latter individual has an opposing factual view of the incident, this should be fairly recorded alongside the concern. The record should include brief context in which the low-level concern arose, and concise details (which are chronological and as precise and accurate as possible) of any such concern and relevant incident(s). The record should be signed, timed and dated.

There should be appropriate records of:

- all internal conversations – including with the person who initially shared the low-level concern (where this has been possible), the adult about whom the concern has been shared (subject to the above), and any relevant witnesses;
- all external conversations – for example, with the LADO/other external agencies;
- the rationale for decisions;
- any action taken.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it should be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again.

Adults about whom a low-level concern has been raised may have rights of access to such records, provided of course that this would not also unreasonably disclose information of children concerned.

The school should retain the record consistent with comply with group data protection policies. The school should retain all records of low-level concerns (including those which are subsequently deemed by the Principal to relate to behaviour which is entirely consistent with the Code of Conduct) in a central low-level concerns file (either electronic or hard copy). Where multiple low-level concerns have been shared regarding the same individual these should be kept in chronological order as a running record. These records should be kept confidential and held securely, with access afforded only to a limited number of individuals such as the Principal and the individual they report to (e.g. Regional Director); and senior HR officer, and the individual they report to (e.g. Head of HR). The Principal may store the central low level concerns file with her other safeguarding and child protection records.

Some low-level concerns may also involve issues of misconduct or poor performance, or they may trigger the disciplinary, grievance or whistleblowing procedures. Where these issues would ordinarily

require records to be made and retained on the staff member's personnel file, this should be done in the normal way, in addition to the records of the low-level concern(s) being retained in a central low-level concerns file.

If a low-level concern in and of itself is deemed to be serious enough to consider a referral to the LADO and, perhaps following consultation, a referral is made to them, then records relating to the low-level concern should be placed and retained on the staff member's personnel file.

If a low-level concern (or group of concerns) is reclassified as an allegation, all previous records of low-level concerns relating to the same individual should be moved from the central low-level concerns file to the staff member's personnel file and retained in accordance with Part 4 of KCSIE.

When a staff member leaves and/or takes up new employment, that creates a natural point at which the content of the file may be reviewed to ensure it still has value (either as a safeguarding measure or because of its possible relevance to future claims) and is therefore necessary to keep.

Low-level concerns should not be referred to in references unless they relate to issues which would ordinarily be included in a reference, for example, misconduct or consistent poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. Where a low-level concern (or group of concerns) has met the threshold for referral to LADO and found to be substantiated, it should be referred to in a reference. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious should also not be included in any reference.

The school will refer to Part Four, Section Two of Keeping Children Safe in Education (DfE, 2021) for further advice and guidance.

STAFF CONDUCT POLICY

The academy's staff conduct policy can be found in the staff handbook and centralised folder (L drive). The aim of the staff behaviour policy is to provide clear guidance about behaviour and actions to not place students or staff at risk of harm or of allegation of harm to a student. The principal creates and oversees this policy.

SAFER RECRUITMENT

The academy is committed to safer recruitment processes and ongoing safer working practices. Members of the teaching and non-teaching staff at the academy including part-time staff, temporary and supply staff, governors and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, students without a cleared DBS check. When a DBS is not available the individual will have a separate Barred List check and the academy will undertake a written Risk Assessment exercise in relation to the proposed work. The individual will be provided with a red

lanyard and supervised by an adult with a DBS at all times. Please refer to Section C and Appendix 5 of the 'Safeguarding Children – HR Procedural Guidance' available on the United Learning Hub for further guidance.

Full details of the academy's safer recruitment procedures for checking the suitability of staff, members of the academy LGB and Trustees of ULT and volunteers to work with children and young people is set out in

- United Learning / the academy's Recruitment and Selection Policy;
- United Learning's Safeguarding Children – HR Procedural Guidance;
- United Learning's LGB Handbook; and
- United Learning's guidance: Trustees - Recruitment, Appointment, and Removal Process

The academy protocol for ensuring that any visiting speakers, whether invited by staff or students themselves, are suitable and appropriate supervised is completed with HR. (See section below on visiting speakers for more information.)

The United Learning recruitment and selection policy can be found [here](#).

MANAGEMENT OF SAFEGUARDING

The School's DSL is Jess Capstick who is a member of the Senior Leadership Team.

Kemi Armstrong and Hannah McAlpine are the Assistant Child Protection Officers and the people to whom reports should be made in the absence of the DSL. This ensures there is always the required cover for the role.

The DSL (and ACPO's) contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the academy. The DSL's responsibility is to maintain an overview of safeguarding within the academy, to open channels of communication with local statutory agencies, to liaise closely with safeguarding partners (such as children's social care and the police), support staff in carrying out their safeguarding duties children's social care and the police), support staff in carrying out their safeguarding duties and to monitor the effectiveness of the academy's policies and procedures in practice. The DSL (and ACPOs) are most likely to have a complete safeguarding picture and be the most appropriate people to advise on a response to a safeguarding concern.

The DSL works with the LGB to review and update the academy's safeguarding policy. Where a student leaves the academy, the DSL will also ensure their child protection file is transferred to the new school (separately from the main student file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a student leaving. For example, information that would allow the new school to continue supporting victims of abuse, who have a social worker, or who are receiving support through the Channel programme, and have that support in place for when the student arrives. The school will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required.

The DSL will inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review.

The DSL regularly reviews the academy's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in their absence, to a member of the senior management team or directly to local children's services.

The DSL will always be available to discuss safeguarding concerns. During term time, the DSL will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. For out of hours/out of term activities, the academy's arrangements to contact the DSL via email or phone. If the DSL cannot be contacted, staff are to contact the Principal via email or phone.

Full details of the DSL's role can be found at Annex C of KCSIE.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training (including online safety) are in line with advice from WFCSB.

ALL STAFF (EMPLOYED BY THE ACADEMY)

All new staff will be provided with induction training that includes:

- This safeguarding policy, including information about the identity and role of the DSL and DDSL
- [the behaviour policy \(which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying\)](#)
- [the safeguarding response to children who go missing from education](#)
- [the staff behaviour policy including the academy's whistleblowing procedure and the acceptable use of technologies policy, staff/student relationships and communications including the use of social media](#)
- [a copy of Part 1 of KCSIE 2021](#)
- Academy leaders and staff who work directly with children will also be required to read [Annex A of KCSIE](#).

Staff induction will always take place prior to staff being in contact with students and starting in their designated role. Child Protection and Safeguarding Level 1 training takes place annually during the inset days after the summer break. Copies of the above documents are provided to all staff during induction. On appointment and as part of United Learning Annual Declaration, all staff will receive and sign the up to date versions of the Staff Student Relationship Letter and Acceptable Use Declaration. The staff behaviour policy can be found in the staff handbook which each staff/temporary staff member will be given on their first day.

As part of the whole school safeguarding approach, all staff are also required to:

- Read Part One of KCSIE and confirm that they have done so. Staff are required to confirm receipt and that they have read the document via a signed form that HR will collect. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via an email/public notice from the DSL.
- Understand key information contained in Part One of KCSIE. The academy will ensure staff understanding by asking for a signature from the staff member. The document will also be referred to and explained during the Child Protection and Safeguarding Level 1 training delivered by the DSL in September and during new staff induction days.
- Receive training in safeguarding and child protection regularly, in line with advice from the WFCSB. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard students effectively. The academy provides these via, for example, emails, e-bulletins and staff meetings.

DESIGNATED SAFEGUARDING LEAD

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND students particularly when online, overseeing online safety in the academy, record keeping and promoting a culture of listening to students, training in the WFCSB approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in [Annex C of KCSIE 2021](#).

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. [The ACPOs are](#) trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

[Reena Keeble](#) is the United Learning board-level lead designated to take a lead in relation to responsibility for the Trust's safeguarding arrangements. [Lynne Miles](#) is the Academy's LGB safeguarding lead. .

A review of the academy's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The DSL will review the policy and update with any changes throughout the year and will complete an annual review of the policy at the end of each academic year. The policy is then ratified by the LGB and shared with staff and parents/carers. The academy draws on the expertise of staff, including the DSL, in shaping the academy's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the academy will work with the LADO to determine whether there are any improvements to be made to the academy's procedures or practice to help prevent similar events in the future.

THE ACADEMY'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching students how to keep safe

The LGB ensures that all students are taught about safeguarding, including online, through the curriculum, Relationships and Sex Education, and Health Education, and PSHE to help students to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching students about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. It will also include teaching students, for example, about healthy relationships, consent and that sexual violence and sexual harassment is always wrong.

The academy recognises the additional risks that students with SEND face online and works with the SENCO and Head of IT to ensure that additional support and measures are in place to support these students. Online safety is an integral part of the academy's computing curriculum and is also embedded in PSHE and Relationships and Sex Education **for all students and is taught in an age appropriate way relevant to students' lives.** Students will be taught what positive, healthy and respectful online relationships look like; the effects of their online actions on others; how to recognise and display respectful behaviour online; how to use technology safely, responsibly and securely; and where to go for help and support when they have concerns. **It is essential that students are safeguarded from potentially harmful and inappropriate online material. A whole academy approach is taken to online safety in the E-Safety Policy that empowers the academy to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.**

The academy has appropriate filters and monitoring systems in place to safeguard students from potentially harmful and inappropriate material online. The academy's systems are Lightspeed and Impero. These systems aim to reduce the risk of students being exposed to illegal, inappropriate and harmful materials online; reduce the risk of students being subjected to harmful online interaction with others; and help manage online behaviour that can increase a student's likelihood of, or causes, harm. Further detail of the academy's approach to online safety can be found in

United Learning E-Safety Policy (available on the United Learning Hub) and in the [academy E-Safety policy](#) and [Acceptable Use Policy](#) which also includes detail on the use of mobile technology in the academy (and accessing 3G and 4G technology on academy premises) and the academy's IT arrangements to ensure that students are safe from terrorist and extremist material when accessing the internet through the academy's systems.

LOOKED AFTER CHILDREN (AND PREVIOUSLY LOOKED AFTER CHILDREN)

Looked after children (and previously looked after children) are a particularly vulnerable group. The academy will ensure that prompt action is taken when necessary to safeguard these students and the LGB ensures that staff have the skills, knowledge and understanding necessary to keep safe any students on roll who are looked after (and previously looked after) by a local authority.

Tijen Adem is the designated member of staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. Tijen is overseen by Jess Capstick (DSL). The academy ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's looked after status, their care arrangements (including contact arrangements with birth parents and carers) and details of the student's social worker and local authority virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of students who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority personal advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

CHILDREN POTENTIALLY AT GREATER RISK OF HARM (Children who need a social worker - Child in Need and Child Protection Plans)

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

Where the local authority have made the academy aware a student has a social worker, the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the student's safety, welfare and educational outcomes.

This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

USE OF 'REASONABLE FORCE'

The academy recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The academy will consider its duties under the Equality Act 2010 and their Public Sector Equality Duty. Positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

The academy procedure for use of reasonable force can be found in the [behaviour policy](#) which is written in conjunction with the Department for Education's advice ['Use of reasonable force - advice for leaders, staff and governing bodies'](#)

ARRANGEMENTS FOR VISITING SPEAKERS

The academy has clear protocols for ensuring that any visiting speakers are appropriately supervised and any content that they are delivering is suitable for the audience. The academy's responsibility to students is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the academy and British values.

The academy is required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the academy. This will take into account any vetting requirements considered appropriate and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the academy may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on site, will be supervised by an academy employee. On attending the academy, visiting speakers will be required to show original current identification documents with a photograph such as a passport or photo card driving licence. The academy shall also keep a formal register of visiting speakers retained in line with its [Data Protection Policy](#).

The visitor will be issued with a coloured lanyard that they must wear at all times.

The colour of the lanyard determines the level of clearance that the visitor has to move around the academy and interact with students. Staff are made aware of the lanyard colours during training and encouraged to challenge a visitor if they have a red lanyard and are seen on their own.

See below for further explanation:

Lanyard Colour	DBS cleared and seen by WA	Supervised contact with students	Unsupervised contact with students	Can move freely around building	Must be met at reception
Red Visitor	✗	✓	✗	✗	✓
Green Visitor	✓	✓	✓	✓	✗
Yellow Contractor	✓	✗	✗	✗	✓

CHILD DEATHS

Whenever a child dies in England, there is a statutory process required of all schools to submit information via a 'Form A' to the Child Death Overview Panel (CDOP), a multi-agency panel overseen by the partnership boards, including the Local Safeguarding Children's Board (LSCB). This process occurs as a matter of urgency as soon as the death is known about. In Waltham Forest this process is completed online. The CDOP is responsible for reviewing all child deaths for Borough residents.

If a member of staff hears about a student's death, during term-time or holidays, they should click on the link below and complete the Form A as an 'Expected death' or an 'Unexpected death', with as much information that they have available and submit directly online:

<https://www.ecdop.co.uk/walthamforest/Live/public>

This will come directly to the CDOP Coordinator of the relevant borough and the review process can begin. Information gathering with Form B will be through the same cloud-based system and can only be filled in by the person it is sent to. A password will be given for them to reset and keep for future activity. They can draft save the form as they go until you save as final. To keep a pdf copy, print and save as prior to save as final.

Waltham Forest has its own leaflet "When a child dies" to explain the CDOP process to the family (see appendix 6). It has a section for the parent/carer to have a voice at the review Panel. This is to be explained to the parent/carer by the lead person known to the family.

Involvement with child or infant death can be difficult, and can cause an individual to question their professional capacity and extent to which they should get involved with the bereaved family.

Further help and advice is available from the Lullaby Trust bereavement support line on 0808 802 6868 or their information line on 0808 802 6869. Both are open to professionals as well as parents/carers.

USEFUL LINKS

- Lullaby Trust <https://www.lullabytrust.org.uk/bereavement-support/>
- Child Bereavement UK <https://childbereavementuk.org/>

Further information is available from cdop@walthamforest.gov.uk / 020 8496 3691.

Waltham Forest contacts: (Bella.Lowen@walthamforest.gov.uk / cdop@walthamforest.gov.uk)

APPENDIX 1 – FURTHER INFORMATION

All staff should be aware of indicators of abuse and neglect, as well as specific safeguarding issues such as child criminal exploitation and child sexual exploitation. Staff should always be vigilant, and if unsure, should always speak to the DSL.

All academy staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of the academy, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and students can therefore be vulnerable to multiple threats.

All staff should be aware that behaviours linked to drug taking and/or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

PHYSICAL ABUSE: 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.

EMOTIONAL ABUSE: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school's policy and procedures for dealing with it. Staff are referred to DfE guidance Sexual Violence and Sexual Harassment for further information.

NEGLECT: 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 education, or unresponsiveness to, a child's basic emotional needs.

SPECIFIC SAFEGUARDING ISSUES: behaviours linked to drug taking, alcohol abuse, truanting and sexting put students in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

CHILD CRIMINAL EXPLOITATION (CCE) AND CHILD SEXUAL EXPLOITATIONS (CSE) are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

CHILD CRIMINAL EXPLOITATION (CCE) Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CHILD SEXUAL EXPLOITATION (CSE): CSE is a form of 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. CSE does not always involve physical contact: it can also occur using technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative e.g. rape and oral sex and non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing) and non-contact sexual activity (such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet). It can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of sexual exploitation.

Children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- suffer from sexually transmitted infections or become pregnant;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

CSE 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 drugs trafficking. The DSL or DDSL will consider a referral to the National Referral Mechanism as soon as possible if there are county line concerns, such as a child being a potential victim of modern slavery or human trafficking.

All staff should be aware of indicators, which may signal that students are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

If staff have a concern about a student or a student makes a report to a member of staff, staff should follow the referral process in this policy. If staff are in any doubt about what to do, they should speak to the DSL or DDSL.

CHILDREN AND THE COURT SYSTEM: Students are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making arrangements for child care between both parents/carers following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

CHILDREN WHO GO MISSING FROM EDUCATION OR SCHOOL: A student going missing is a potential indicator of a range of safeguarding concerns, such as abuse or neglect. The academy holds more than one emergency contact number for each student so additional options are available to contact a responsible adult when a child goes missing and this is identified as a welfare and/or safety concern.

Staff must follow the academy's procedures for dealing with students who go missing, particularly on repeat occasions. The academy's procedure for dealing with students who go missing can be found in the [academy attendance policy](#). All unexplained or unauthorised absences will be followed up in accordance with this policy. Students who are reported missing will have a follow up interview when they return to the academy with the DDSL and Child Missing in Education Policy.

The academy shall inform the local authority of any student who is going to be added to or deleted from the academy's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

Academy attendance registers are carefully monitored to identify any trends. The academy will inform the local authority (and the local authority where the student is normally resident) of any student who fails to attend the academy regularly, or has been absent without the academy's

permission for a continuous period of 10 school days or more, at such intervals as are agreed between the academy and the local authority. This will take place every Tuesday where applicable.

Action should be taken in accordance with this policy if any absence of a student from the academy gives rise to a concern about their welfare.

CHILDREN WITH FAMILY MEMBERS IN PRISON: Students who have a parent/carer in prison are more likely than others to face poverty, stigma, isolation and poor mental health and other negative outcomes. Staff should be alert to the needs of such students and report any concerns to the DSL or DDSL in accordance with this policy.

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children in need: defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child with a disability. Local authorities are required to provide services to safeguard or promote the welfare of children in need, and they may be assessed under s17 Children Act 1989.

COUNTY LINES: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and academy), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a student is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

CYBERCRIME: Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Students with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a student in this area, the designated safeguarding lead, should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.GOV.UK](https://www.ncsc.gov.uk)

DOMESTIC ABUSE: The cross-government definition of domestic violence or abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional abuse.

All students can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where

violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a means to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmufco.gov.uk.

HOMELESSNESS: Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into local authority children's social care services where a child has been harmed or is at risk of harm.

SO CALLED 'HONOUR BASED' ABUSE (HBA): encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. It can include multiple perpetrators.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM: <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

If staff have a concern that a student may be at risk of HBA or has suffered HBA, they should speak to the DSL (or DDSL). As appropriate they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and the local authority children's social care services.

There is a statutory duty on teachers to personally 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve the local authority children's social care services as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a student is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) [or it involves a student over 18], teachers should follow the academy's local safeguarding procedures.

LESBIAN, GAY, BI OR TRANS (LGBT): Students who are LGBT can be targeted by their peers. In some cases, a student who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as students who identify as LGBT.

MENTAL HEALTH: All staff should also be aware that mental health problems can, in some cases, be an indicator that a student has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe students day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where students have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these student's experiences, can impact on their mental health, behaviour and education.

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

Reference should be made to:

Mental Health and Behaviour in schools DfE guidance (November 2018);

DfE guidance 'promoting and supporting mental health and wellbeing in schools, which details numerous resources available to schools; and

Public Health England: Promoting children and young people's emotional health and wellbeing a whole school and college approach

The academy has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. Staff are trained on how to identify mental health concerns in students. All mental health concerns, no matter how low level a member of staff may deem them, should be reported to the DSL via CPOMS.

MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

PEER ON PEER ABUSE: Children can abuse other children. This is generally referred to as peer on peer abuse can take many forms and can include (but is not limited to):

- abuse within intimate partner relationships between peers;
- bullying (including cyberbullying) prejudice-based and discriminatory bullying;
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- consensual and non-consensual sharing nudes and semi-nudes images and videos (also known as sexting or youth produced sexual imagery);
- upskirting (see below);
- initiation/hazing type violence and rituals (this could include abuse or humiliation used as a way of initiating a person into a group or event including online).

It can happen both inside and outside school and online. It is important that all staff recognise the indicators and signs of peer on peer abuse, how to identify it and respond to reports. **Even if there are no reports in the school, this does not mean that it is not happening. Any concerns regarding peer on peer abuse must be referred to the DSL or DDSL.**

Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

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

What is sexual violence and sexual harassment?

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could be forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

a child under the age of 13 can never consent to any sexual activity;

- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - o non-consensual sharing of nudes and semi-nudes images and videos;
 - o sexualised online bullying;
 - o unwanted sexual comments and messages, including, on social media;
 - o sexual exploitation; coercion and threats; and

o upskirting.

Upskirting

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a student is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a student or a student makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead.

PREVENTING RADICALISATION: Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in students' behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying students who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead making a Prevent referral.

The school's designated safeguarding lead is aware of local procedures for making a Prevent referral.

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES OR PHYSICAL HEALTH ISSUES: Students with SEND or certain health conditions can face additional safeguarding challenges. They may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Students with SEND are more likely to be abused by their peers. The barriers to recognising abuse and neglect of this group of children can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or health condition without further exploration;
- being more prone to peer group isolation than other students
- the potential for students with SEND being disproportionately impacted by behaviours such as bullying, including prejudice-based bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

To address these additional challenges, the academy has put in place the following pastoral support measures:

- academic mentoring led by LSAs
- social story and comic strip time with the safeguarding team
- rigorous SEND training for all teaching staff at least twice per year
- open door drop in with a student support advisor every break and lunch time
- annual person-centred reviews completed by the SENCO and assessment planning and review officer (APRO)

Further guidance can be found in the DfE guidance Supporting pupils at school with medical conditions, and where applicable in the SEND Code of Practice.

Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL or DDSL as appropriate. Any reports of abuse involving students with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEND.

The Walthamstow Academy Safeguarding Team

Need Support?
Need someone to talk to?

Miss Capstick



Safeguarding Lead

Miss McAlpine



Deputy Safeguarding Lead

Miss Armstrong



Deputy Safeguarding Lead

Miss Skae



Principal

Mr Grant



Pastoral Manager

Miss Dalson



Pastoral Support

We are always
here to listen

Miss Jackson



Head of Year 7

Miss Farley



Head of Year 8

Miss Hamilton



Head of Year 9

Mr Webb



Head of Year 10

Mr Pennock



Head of Year 11

Miss Bains



Head of Year 12/13



...best lesson, best day, best year, best future...



APPENDIX 3 SAFEGUARDING TRAINING LOG 2021-2022

Attendees	Type of training provided	Date undertaken
Principal/Head	Level 3 Safeguarding and Child Protection for Designated Persons Course	January 2019
DSL	Level 3 Safeguarding and Child Protection for Designated Persons Course	April 2020
DDSL	Level 3 Safeguarding and Child Protection for Designated Persons Course	April 2021
Senior Leadership Team	Level 3 Safeguarding and Child Protection for Designated Persons Course	Sept 2021
Pastoral Leads	Level 2 Safeguarding and Child Protection, E Safety and Prevent training	July 2020
Medical Welfare Officer	Level 3 Safeguarding and Child Protection for Designated Persons Course	February 2021
Whole School	Level 1 Safeguarding and Child Protection, E Safety and Prevent training	September 2021
e-safety Lead	Level 1 Safeguarding and Child Protection, E Safety and Prevent training	September 2021
P.E. staff	Level 1 Safeguarding and Child Protection, E Safety and Prevent training	September 2021

Health & Safety /COSH	Level 1 Safeguarding and Child Protection, E Safety and Prevent training	September 2021
EVC	Level 2 Safeguarding and Child Protection, E Safety and Prevent training	September 2020
Chair of Governors of LGB	Safer Recruitment Level 1 Safeguarding and Child Protection, E Safety and Prevent training Safeguarding Children and Young People Level 2	September 2021
Nominated Safeguarding Governor Lead	Level 3 Children Safeguarding	December 2016
Local Governing Body (whole board)	Level 1 Safeguarding and Child Protection, E Safety and Prevent training	September 2021
Agency Staff /Peripatetic	Level 1 Safeguarding and Child Protection, E Safety and Prevent training	September 2021
Volunteers	Safeguarding leaflet outlining WA procedures	Upon arrival at academy
Contractors	Safeguarding leaflet outlining WA procedures	Upon arrival at academy

APPENDIX 4

STAFF/STUDENT RELATIONSHIP LETTER AND GUIDANCE NOTES

Dear Colleague,

September 2021

Every one of us working within United Learning, whatever our role, is acutely aware that the protection of children is of the highest possible importance. Trust underpins everything that we do in schools. The parents of our pupils entrust the care of their children to us and together we are all responsible for their wellbeing. United Learning also has a responsibility to ensure that those working in our schools are themselves protected - against putting themselves in a vulnerable position and against the possibility of false accusation. The continuing COVID-19 pandemic has created an unprecedented situation. The provision of home learning and partial opening of schools has presented us all with new safeguarding challenges which should be considered within the wider context of safeguarding and continue to be relevant as schools begin to return to normality.

This letter has also been prompted by the isolated actions of a small number of employees who have acted improperly or who have found/put themselves in a vulnerable position. The focus on appropriate use of social media remains a priority for us. Instances where inappropriate usage has been identified has led to disciplinary action including in the most serious cases dismissal for gross misconduct. I am writing to every person employed by United Learning to remind us all just how serious these matters are but also to offer some advice as to how to respond in potentially difficult situations.

Heads will discuss this issue with their staff at appropriate times during the school year. This letter reinforces those statements and ensures that no-one associated with our schools is in any doubt that child protection is an issue that must be treated with the utmost seriousness. Acts of child abuse may be blatant and incontrovertible. However, they may also be more subtle.

It must be understood that the following are almost always inappropriate within the professional context of schools and can easily be construed as child abuse in some circumstances:

- touching and physical contact, other than for staff working with very young children in primary or nursery settings, where it is expected that they will have necessary physical contact and display affection to properly fulfil their role to nurture, support and care for those children;

- contact through electronic or digital communications using personal accounts.

Against this background, we must ensure that no situation could arise which is or could reasonably be construed as acting against the safety of each child. This is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable. Some adults within the school undertake roles where this is even more important because of the ease with which the proper execution of their duties might be misinterpreted or because the vulnerability of the young people in their care might be more easily exploited. These might include those:

- working in boarding houses or residential situations, including, for example, school trips and excursions;
- whose work requires them to interact in a one to one situation, particularly when that work takes place behind closed doors as is often the case with peripatetic music lessons;
- whose work by its nature requires some physical contact with children, for example, those working with very young children and those involved in the coaching of sport or other practical subjects where a correct technique may need to be demonstrated;
- who have high levels of access to ICT systems and, indeed, all who use the internet, email, text messaging and other forms of electronic communication;
- young employees and workers whose duties require them to work with older pupils (e.g. sixth formers) where the age differential is quite small;
- who work with especially vulnerable children for example those with special educational needs, disabilities, mental illness or those that require intimate care.

Within each school, Headteachers will issue both verbal and written guidance from time to time and will make available appropriate training to help everyone deal with this difficult issue. A statement of guidance follows this letter. The DfE has published updated guidance for all schools on their duties to safeguard and promote the wellbeing of children, [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Keeping-children-safe-in-education-2019.pdf). It is important that you are familiar with this guidance and, as a statutory minimum, have read and can demonstrate your understanding of your responsibilities in relation to Keeping Children Safe in Education Part 1.

Finally, having said all this, it is still important for all of us to retain an appropriate balance. United Learning greatly appreciates the devotion and commitment of all of you who work in our schools. We know that your work is effective because every day you respect and care for children, enjoy their company and celebrate their achievements. The trust placed in us as we guide young people through their formative years is huge; we all need to help each other shoulder this responsibility to the very best of our ability. Thank you again for all you have done and continue to do for children and young people through this particularly difficult time.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J. A. Coles', written in a cursive style.

Sir Jon Coles
Chief Executive
United Learning

A handwritten signature in black ink, appearing to read 'Emma Skae', written in a cursive style.

Emma Skae
Walthamstow Academy

WALTHAM FOREST ESCALATION PROCEDURE

APPENDIX 5

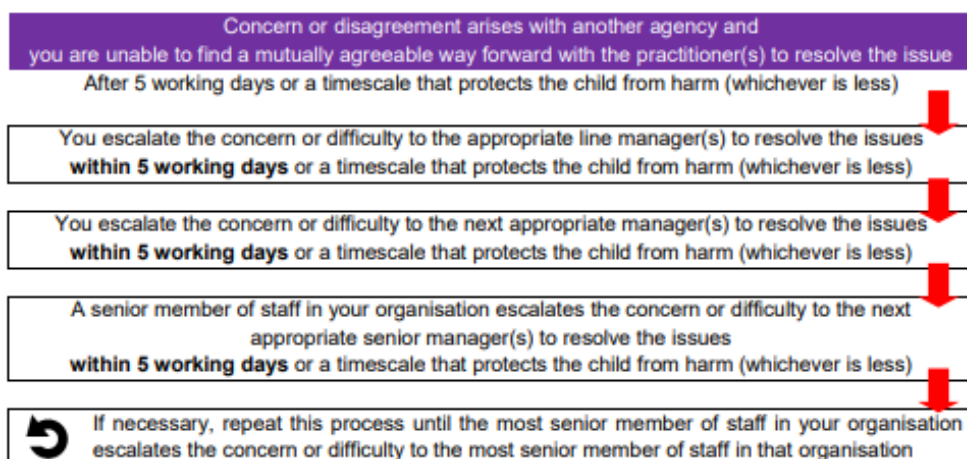
Re: How to escalate professional concerns about a child



June 2019

Dear Colleague,

I would like to advise you and staff in your organisation who have a child protection responsibility how to take action using the appropriate channels when you believe that your professional opinions have not been acted on appropriately. Please disseminate this advice widely to appropriate staff. For example, if you have concerns regarding the lack of response to professional opinions and judgements expressed by your staff about safeguarding matters including concerns that social care services are not taking appropriate actions regarding the well-being of a child or are not responding in a timely fashion to your concerns. Below is a flow chart and the relevant telephone numbers to support escalating your concerns:



Care and Support

In the first instance please raise any concerns directly with the manager of the allocated worker. If there is no allocated social worker please speak to the manager of referral and advice as below

Team Manager Multi-Agency Safeguarding Hub (MASH) / Referral and Advice	020 8496 2317 07776 589603
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If you feel your concerns have still not been acted on appropriately then please escalate your concerns to the relevant head of service

Head of Service – MASH	020 8496 4831 07929 205 209
Head of Service – Settings and Workforce Safeguarding	020 8496 3628 07791 559 789
Head of Service Safeguarding and Family Support	020 8496 1375
Head of Service Corporate Parenting	020 8496 2184 020 8496 3274 020 8496 2186
Head of Service Quality Assurance	020 8496 3250

Strategic Partnerships Unit, Waltham Forest Town Hall
Telephone: 0208 496 3231/07968 693191



APPENDIX 6



Re: How to escalate professional concerns about a child

Where you remain concerned following your discussion with the head of service, a senior member of staff in your organisation should then speak to the relevant Assistant Director:

Assistant Director, Safeguarding and Family Support	020 8496 1907 0798 070 3139
Assistant Director, Corporate Parenting	020 8496 1907 079 8070 3139
Assistant Director, Quality Assurance	020 8496 3685

If there still remains concerns following the discussion with an Assistant Director, a senior member of staff in your organisation should then speak to:

Corporate Director for Care & Support, Families and Homes Directorate	020 8496 3205
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If concerns still remain, the most senior manager in your organisation should speak to:

Deputy Chief Executive, Families and Homes Directorate	020 8496 3501
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It is important that concerns are speedily escalated within the management structure for Care & Support until a satisfactory resolution of the concern is secured.

Other agencies

If you have any concerns related to the safeguarding practice of any other agencies, in the first instance please speak to the team manager of the practitioner as per the flow chart above, and if you remain concerned please follow the stages accordingly by asking for the next appropriate manager to speak to and involving your own manager(s) and senior managers as required.

Schools	Director of Learning and Systems Leadership	020 8496 6616 07816 135 090
Barts Health at Whipps Cross Hospital	Named Nurse for Safeguarding	020 8539 4414
Police	Detective Chief Inspector, North East Command, Borough Police	020 7230 4591 07595 011 449
Community Health Services, school nursing, health visitors, child and adolescent mental health services	Named Professional for Safeguarding, NELFT	0300 555 1201 - 53340 07808 736 295
Waltham Forest Clinical Commissioning Group (WFCCG)	Designated Nurse for Safeguarding and Looked After Children, WFCCG	020 3688 2670 07930 195 306

If you have any general enquiries, please contact Zahra Jones, Strategic Partnerships Coordinator for WFSCB on 020 8496 3231/07968 693 191, alternatively email Zahra.Jones@walthamforest.gov.uk

Please bring this letter to the attention of all staff.

Yours sincerely,

Dave Peplow, Waltham Forest Safeguarding Children Board Independent Chair

Strategic Partnerships Unit, Waltham Forest Town Hall
Telephone: 0208 496 3231/07968 693191



Useful contacts

Support and resources for bereaved parents and families:

The Child Bereavement Trust Helpline:

0800 02 888 40 (office hours)
www.childbereavement.org.uk

The Compassionate Friends

Dedicated to the support of bereaved parents, siblings and grandparents.
Helpline: 0345 123 2304
Office 0345 120 3785 (9.30 - 4.30 Mon to Fri)
www.tcf.org.uk

Cruse (Bereavement Care)

Support and free counselling for bereaved people
Helpline: 0808 808 1677
www.cruse.org.uk

The Lullaby Trust

Bereavement support helpline following death of a baby or young toddler
Helpline: 0808 802 6868
(10.00am-5.00pm Mon-Fri, 6.00pm-10.00pm weekends)
www.lullabytrust.org.uk

Sands (Stillbirth and Neonatal Death Society)

Helpline: 020 7436 5881
www.uk-sands.org

Useful contacts

Support for bereaved children and those supporting them

Child Bereavement Charity

Support and Information 0800 02 888 40
Monday to Friday, 9:00am - 17:00pm
www.childbereavementuk.org

Grief Encounter

Helpline 020 8371 8455
Monday to Thursday 9:00am - 17:00pm
<http://www.griefencounter.org.uk/>

Winston's Wish

Helpline: 08452 03 04 05
A national helpline offering support, information and guidance to all those caring for a child or young person who has been bereaved
Monday to Friday 9:00am - 17:00pm, also
Wednesday 19:00-21.30pm
www.winstonswish.org.uk

When a Child Dies

Information for parents and carers about the Child Death Overview Process



Introduction

We would like to express our sincere condolences at this sad time. Talking and thinking about a child's death is a sensitive and painful subject. We understand that this can be particularly upsetting for parents, families and carers. This leaflet explains some of the things that have to happen after your child has died. It also provides a list of organisations that you might find useful.

Since 2008 the Government legally requires each local authority to review every child death under the age of 18 years. This is called the Child Death Overview Panel (CDOP). The more that we understand about why your child died, the more we can help to prevent the deaths of other children in the future.

There are two types of death: Expected and Unexpected.

An expected death follows on from a period of illness or long standing medical condition that has been identified as terminal and where active prevention is not possible.

An unexpected death is defined as one which was not anticipated as a significant possibility for example, 24 hours before the death; or where there was an unexpected collapse or incident leading to or precipitating the events which lead to the death.

There are 2 main parts to the CDOP process:

1. Rapid Response following an unexpected death of a child

A meeting called a 'rapid response' is held by a group of key professionals who ascertain the facts surrounding how your child died unexpectedly. This may take place within the first few days of your child's death. This response is led and co-ordinated by a children's consultant called a designated paediatrician. This may mean a visit (but not always) to where your child died by a police officer, health professional and/or social worker.

The purpose of the meeting is to make sure all relevant information is available to the review process and that the support offered to the family is co-ordinated.

2. The Child Death Overview Panel (CDOP)

CDOP reviews all deaths under 18 years. The panel uses information about each child's death to consider whether it can make any recommendations to prevent similar deaths or to improve services for children and families. Anonymised data and recommendations may be shared both locally and nationally.

The CDOP has representation from public health, local health services, social care services, and police. Other organisations may be invited to give specialist advice.

Parents/Carers may feel able to contribute

The CDOP is there to ensure families get the right support following their child's death. You are invited to share information about your child that you feel may help the process. It is not possible for parents or family members to attend the CDOP meetings. However, we would be happy to let you know the findings if you would find this helpful. You can contact the Chair of the CDOP via the CDOP co-ordinator:

Email: cdop@walthamforest.gov.uk
Telephone: 020 8496 3691
Address: Town Hall, Forest Road,
Walthamstow, E17 4JF

All the information the CDOP reviews is treated with respect and in strictest confidence. None of the findings, recommendations or reports will name your child or family.

The Coroner

All unexpected deaths must be reported to the Coroner. This will have been explained by the doctors and professionals following your child's death. Whilst the Coroner is independent of the process, they will be invited to share relevant information with the CDOP. We will also share information with them.