

A group of diverse children, including a boy in a yellow shirt and a girl in a red shirt, are shown with their arms raised in celebration. They are wearing backpacks, suggesting they are students. The background is a solid red color.

# **Schools & Colleges' Model Safeguarding Policy 2019-20**

**Waltham Forest  
LADO & Safeguarding in Education Team  
For Schools & Colleges**

Version	Draft v0.1
Developed by	Shauna McAllister
Date	September 2019
Ratified by	Waltham Forest Safeguarding Children Board
Ratified on	October 2019
Review date	August 2020

# Downsell Primary School's Safeguarding Policy

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Version	November 2019
Developed by	Shauna McAllister
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Ratified by	Waltham Forest Safeguarding Children Board
Ratified on	October 2019
Review date	August 2020

### Key Setting Information

Name of Setting	Downsell Primary School
Setting Main Phone Number	02085560103
Setting Main Email	<a href="mailto:school@downsellprimary.waltham.sch.uk">school@downsellprimary.waltham.sch.uk</a>
Setting Address	Downsell Primary School, Downsell Road, Leyton, London, E15 2BS
Designated Safeguarding Lead	Deena Chetty
Deputy Designated Safeguarding Lead	Claretta Jean
	Maria Regan
	Marina Kaloki
	Alexia Sparrow
	Patius Africa
Named Person for Allegations against staff & volunteers (ASV)	Deena Chetty

SENCo / Special Needs Lead	Deena Chetty
LAC / PLAC Lead	Deena Chetty
Headteacher / Principal	Deena Chetty
Chair of Governors / Trustees	Martin Dore
Governance Safeguarding Lead	Dave Leaker

## Contents

<b>Our Commitment to Safeguarding .....</b>	<b>2</b>
<i>Who is responsible for Safeguarding?.....</i>	<i>3</i>
<i>The voice of the child.....</i>	<i>4</i>
<b>Identifying Abuse .....</b>	<b>4</b>
<i>Indicators.....</i>	<i>4</i>
Physical Abuse.....	5
Emotional Abuse.....	5
Sexual Abuse & Exploitation .....	5
Neglect .....	6
Child & Young People's Disclosures to Staff .....	6
<i>Especially vulnerable pupils.....</i>	<i>8</i>
<b>Safeguarding Procedure in School .....</b>	<b>8</b>
<i>Designated Safeguarding Lead (DSL) .....</i>	<i>8</i>
<i>Recording.....</i>	<i>9</i>
<i>Information sharing.....</i>	<i>9</i>
<i>DSL Decision-Making.....</i>	<i>10</i>
<i>Referrals .....</i>	<i>10</i>
<i>Reporting Procedure in School.....</i>	<i>12</i>
<i>Allegations against professionals.....</i>	<i>12</i>
<i>Initial Action by person receiving or identifying an allegation or concern .....</i>	<i>13</i>
<i>Whistleblowing.....</i>	<i>14</i>
<b>Appendix 1. Thresholds for social care intervention .....</b>	<b>15</b>
<i>Level 1 – Universal.....</i>	<i>15</i>

Level 2 – Vulnerable .....	15
Level 3 – Complex .....	16
Level 4 – Acute.....	16
Appendix 2. Useful Contacts in Waltham Forest .....	17

## Purpose & Scope

### Our Commitment to Safeguarding

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

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

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

As such, we promise to:

- Be observant and alert to signs of abuse
- Be curious and question explanations given by parents / children / staff
- Be compassionate, honest and clear
- Ask for support when we feel at the limit of our experience / patience / skills
- Understand and follow school policies and procedures
- Work together with other agencies when appropriate to make sure that support for children, young people and families is effective and helps improve outcomes.

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

**Downsell Primary School** aims to offer an environment where children feel welcome, safe, stimulated and where children are free to enjoy learning and developing in confidence.

The **purpose of this policy** is to safeguard and promote the welfare of children at **Downsell Primary School**.

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

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

In order to take all necessary steps to keep children safe and well, **Downsell Primary School** will:

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

## **Who is responsible for Safeguarding?**

No single professional can have a full picture of a child's needs and circumstances.

This policy applies to all staff, including paid staff, volunteers and sessional workers, agency staff, organisations contracted to deliver services within school, one-off visitors, students or anyone working on behalf of **Downsell Primary School**.

This policy relates to all children (anyone up to their 18th birthday) with whom **Downsell Primary School** works.

This policy will be readily available via our website <https://www.downsellprimary.org/> for professionals, parents and partners.

The policy will be given to parents prior to children commencing, and following each update. Support and consideration will be given to those parents for whom English is not a first language.

## **The voice of the child**

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

Staff will always seek to understand and give voice to the lived experience of a given child and young person within a school / college, at home and within their wider community, even if children and young people are unable / unwilling to express their experience themselves.

## **Identifying Abuse**

Being alert to abuse and to the fact that 'it could happen here' is crucial to safeguarding:

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

## **Indicators**

The warning signs of child abuse and neglect can vary from child to child. All staff, including sessional staff, should log even minor concerns about incidents and behaviour changes, and any other worries about children and young people.

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. 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.

There are four main categories of abuse and neglect:

- physical abuse
- emotional abuse
- sexual abuse
- neglect.

## **Physical Abuse**

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.

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

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

## **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another, which includes coercive control and domestic abuse.

It may 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 & Exploitation**

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

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

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for Money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

## **Neglect**

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

Neglect usually indicates a relationship issue between the parent and child.

A key task for staff and volunteers is to record all instances of neglect, however minor. This builds up a picture of the child's lived experience and provides the crucial evidence required at point of referral.

There are many different aspects in which neglect can manifest:

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

## **Child & Young People's Disclosures to Staff**

Children and young people may disclose concerns to staff, and may do so knowing that what they are disclosing is a concern, and sometimes they will be unaware that their disclosure will signal concerns.



Wherever possible, staff should make the time and space to listen and understand what the child / young person is disclosing. Don't be afraid to respond with compassion and empathy and to ask open questions if you're unsure about what the concerns are.

## Especially vulnerable pupils

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

### Children & Young People Especially Vulnerable

- Young carers
- Transgender children / young people
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Asylum seekers
- Living away from home
- Vulnerable to being bullied, or engaging in bullying
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language
- At risk of female genital mutilation (FGM)
- At risk of forced marriage
- At risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

## Safeguarding Procedure in School

### Designated Safeguarding Lead (DSL)

A Designated Safeguarding Lead (DSL) is appointed to support the management of safeguarding cases within the school / college. Their name and contact details are:

**Mr Deena Chetty**

**[school@downsellprimary.waltham.sch.uk](mailto:school@downsellprimary.waltham.sch.uk)**

The Deputy Designated Safeguarding Lead(s) is/are:

**Ms Claretta Jean**

**Ms Maria Regan**

**Ms Marina Kaloki**

**Mrs Alexia Sparrow**

**Mr Patius Africa**

**[school@downsellprimary.waltham.sch.uk](mailto:school@downsellprimary.waltham.sch.uk)**

A DSL or Deputy will be on site at all times. Staff and volunteers should be able to access DSLs for advice, information and signposting at all times. If, for some reason, the DSL is inaccessible, staff and volunteers must make a referral without delay.

It is important that DSLs obtain a full and rich picture of children's experience. As soon as staff identify indicators of concern, they should record all concerns regarding behaviour and wellbeing, and if the concerns are serious, they should speak to the DSL without delay.

Although DSLs take responsibility for Safeguarding in school, Headteachers are ultimately responsible for all the children / young people in school. Headteachers should be contacted in the event that possible harm has been caused by a member of staff or volunteer.

## **Recording**

Recording of concerns should take place as close in time to the incident as reasonably possible, by using **CPOMS** via unique log-ons.

There are shared computers in place for this purpose for those sessional members of staff who do not have their own computer.

Where concerns are serious, in addition to logging concerns, staff should seek to speak to a DSL immediately either in person or by phone.

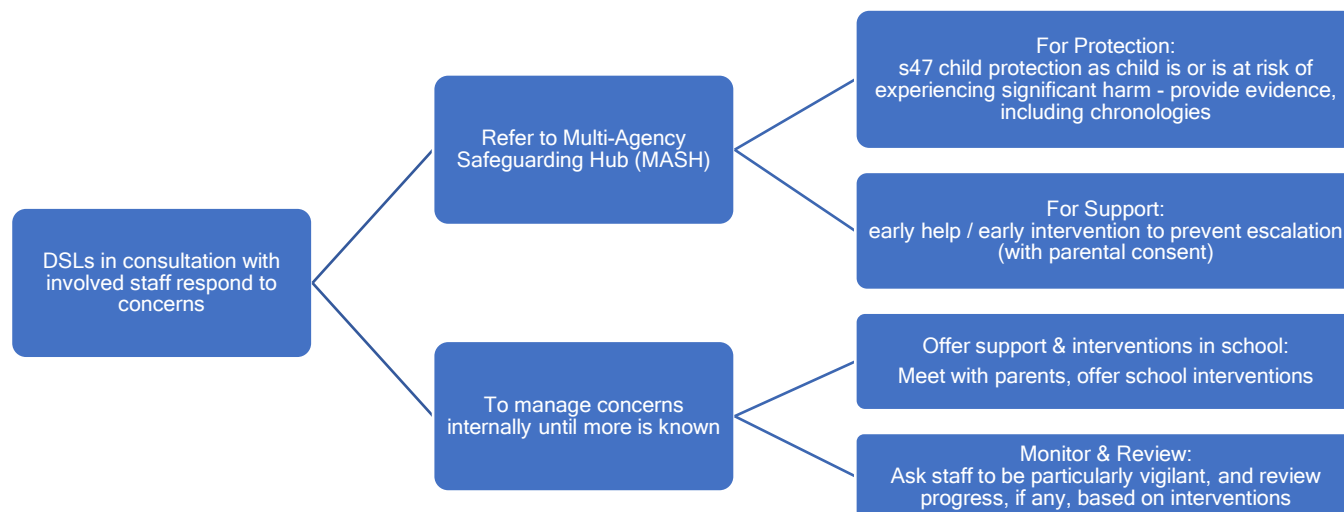
## **Information sharing**

The Data Protection Act 2018 and GDPR 2016 **do not** prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Sharing information regarding safeguarding children and young people within school enables staff to be especially vigilant around certain children.

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

## DSL Decision-Making

In consultation with [MASH](#), if necessary, [ **School / College** ] DSLs and involved staff will decide together:



## Referrals

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

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

Referrals to the Multi-agency Safeguarding Hub (MASH) should be made immediately when there is a concern that the child is suffering significant harm or is likely to do so.

It is good practice to notify MASH by phone and/or email to discuss the case prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to make arrangements to come and see the child that same day in school, if deemed necessary.

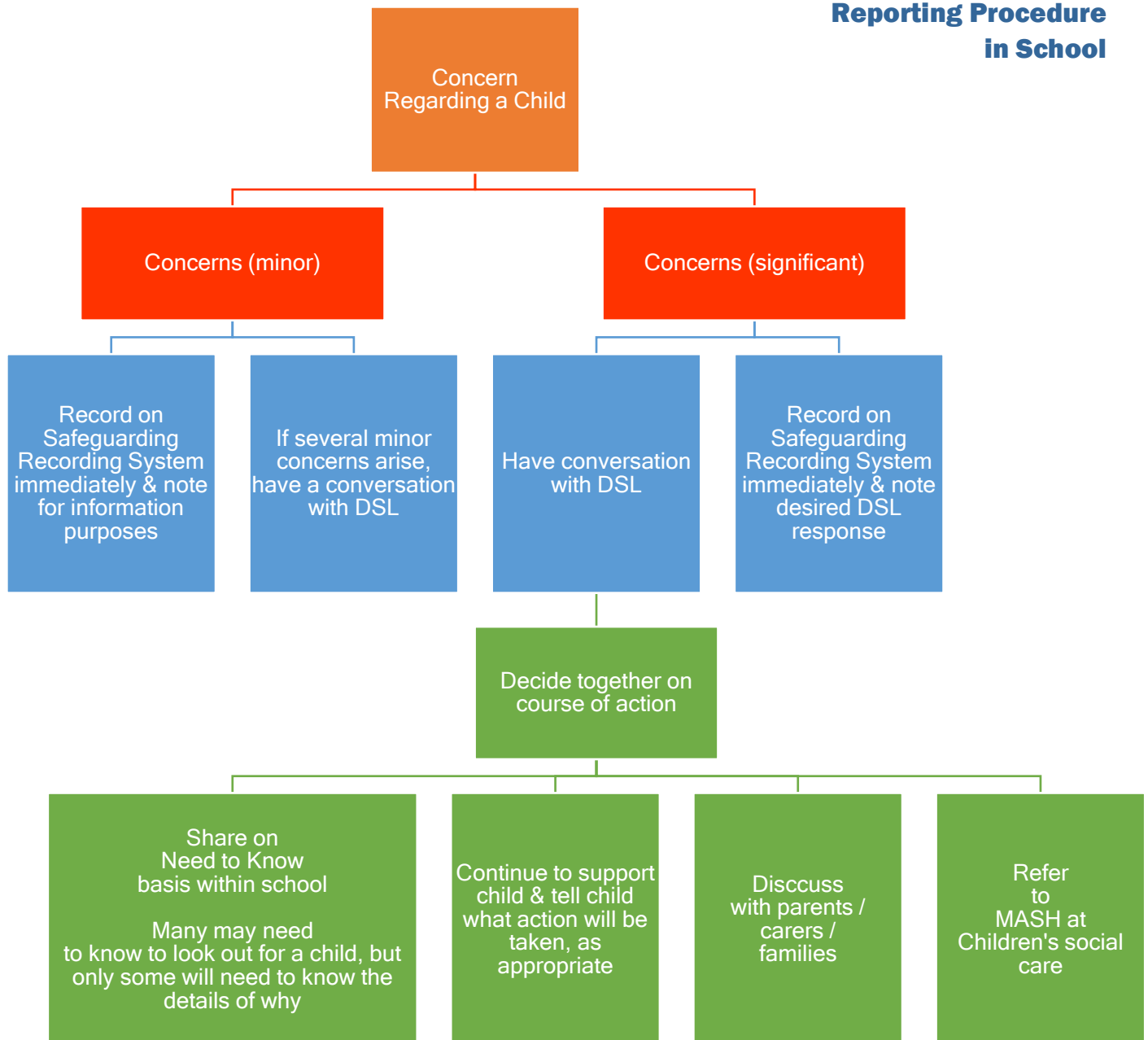
In **Downsell Primary School** the DSL ordinarily takes responsibility for the referral process, in consultation with staff who know the child. Still, there are circumstances where another member of staff must refer without

delay:

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

Should another member of staff refer instead, the DSL must be consulted and updated as soon as possible.

## Reporting Procedure in School



### Allegations against professionals

All allegations against staff and volunteers must be reported to the Headteacher / Principal in the first instance in confidence. The person against whom the allegation is made should not be notified at this point.

If harm is caused to a child by a member of staff or a volunteer, the referral should go to LADO.



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

If a child does make a false allegation, there may be other concerns regarding their welfare.

The full procedures for dealing with allegations against staff can be found in [Keeping Children Safe in Education \(2019\)](#).

### **Initial Action by person receiving or identifying an allegation or concern**

- Whilst allegations may be false, malicious or misplaced, they may also be founded in truth; all staff must report allegations even if they reasonably believe them to be false.
- All allegations must be investigated properly, in line with agreed procedures and outcomes recorded.
- Staff must treat all allegations seriously and keep an open mind.
- Make a written record of the information, including the time, date and place of incident/s, persons present and what was said and sign and date this.
- Immediately report the matter to the headteacher/proprietor.
- Do not share allegations with any other member of staff, including the subject of the allegation.
- If the allegation is against the headteacher, staff must report to chair of governors / trustees.
- If there is a lack of faith in the safeguarding governance, all staff can contact the local authority's Designated Officers (also known as LADOs) directly, without delay:  
**020 8496 3646 / [lado@walthamforest.gov.uk](mailto:lado@walthamforest.gov.uk)**.

## **Whistleblowing**

Whistleblowing is 'making a disclosure in the public interest' and occurs when a worker (or member of the wider school community) raises a concern about danger or illegality that affects others, for example pupils in the school or members of the public.

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with the school's Code of Conduct / Whistleblowing policy.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff, parents 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](mailto:help@nspcc.org.uk).

Staff are also able to contact the Local Authority Designated Officer [lado@walthamforest.gov.uk](mailto:lado@walthamforest.gov.uk) or 0208 496 3646



## Appendix 1. Thresholds for social care intervention



### Level 1 – Universal

Universal services are key partners in the delivery of a preventative approach to improving outcomes for children and young people. Services delivered at the universal level meet the needs of the majority of children and young people. These 'universal services' are those services (sometimes also referred to as mainstream services) that are provided to or are routinely available to, all children and their families. Universal services are designed to meet the sorts of needs that should enhance the lives and wellbeing of all our children.

Most children will not require intervention beyond the universal level of support within the borough available to all children – these will not require social care intervention.

### Level 2 – Vulnerable

Vulnerable needs requiring targeted support, when the needs of the child can no longer be fully met within Universal provision. These children and their families may have low level additional needs that are likely to be short term and that are sometimes known but unmet. In this context, a Common Assessment should be completed with the family and child or young person. At this point the Team around the Child and Family processes should commence if support is required from more than one professional service. The team is coordinated by a Lead Professional to provide a consistent link for the family.

WF [Early Help and Threshold Criteria for Intervention](#) lays out the agreed thresholds for intervention at different levels of risk to children and young people within Waltham Forest. Early Help intervention requires parental consent and

engagement. Providing early help is more effective in promoting the welfare of children than reacting later. The aim is to prevent further issues arising and current issues escalating.

In cases where consent is not given for an early help assessment, practitioners should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to [MASH](#).

### **Level 3 – Complex**

For children and young people whose needs are complex, the lead professional will be a social worker who will work closely with the child and family to ensure a single assessment and deliver the right support and intervention. These children will be eligible for social care services, outlined in a Children in Need plan, because they are at risk of moving to a higher threshold for intervention from specialist services. In most cases the social worker will act as the lead professional to coordinate the work of all agencies with the child and family. “Asset” is the risk assessment tool used to assess the likelihood of a Young Person going on to commit an offence and to identify what areas of work need to be undertaken to reduce this risk.

Section 17 of the Children Act 1989 places a general duty on every Local Authority to safeguard and promote the welfare of children living within their area who are in need and to promote the upbringing of such children, wherever possible by their families, through providing an appropriate range of services. A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### **Level 4 – Acute**

Acute Specialist Services are required where the needs of the child or young person are so great that statutory and /or specialist help and intervention is required to keep them safe or to ensure their continued development. These span the multi-agency partnership including; Children’s Social Care, Child and Adolescent Mental Health Services and Level 3 and 4 Youth Offending Services.

By effective integrated working in Waltham Forest, we aim to reduce the escalation of those children and families requiring targeted support to prevent more children requiring specialist and statutory interventions. To ensure the right support, in the right place at the right time.

In Waltham Forest we are developing a confident integrated workforce with a common core of knowledge and understanding to support and intervene effectively to safeguard children young people and families.

A very small number of children for whom targeted support will not be sufficient will have more significant and acute needs which meet the threshold for Stage 4 intervention. This includes children who are experiencing significant harm or where there is a likelihood of significant harm and children at risk of removal from home.

s47 or Child Protection intervention is the process for children where there is reasonable cause to suspect that the child is suffering or likely to suffer significant harm (this includes immediate protection for children at serious risk of harm).

## Appendix 2. Useful Contacts in Waltham Forest

<b>Multi-Agency Safeguarding Hub (MASH)</b> Single point of referral for Early Help, Child Protection and Adults' Safeguarding in Waltham Forest	02084962310  Mon-Thurs, 9am – 5:15pm and Fri, 9am – 5pm  Out of Hours: 02084963000  MASHrequests@walthamforest.gov.uk
<b>LADO Team</b>  Allegations against staff and volunteers (ASV)	02084963646  lado@walthamforest.gov.uk
<b>Safeguarding in Education Team</b>  Consultations / Training / Support (traded service)	02084963646  lado@walthamforest.gov.uk
<b>Early Help</b>	02084961517  earlyhelp@walthamforest.gov.uk
<b>Virtual School</b>	02084961741  Virtual.school@walthamforest.gov.uk
<b>Disability Enablement Service (DES)</b>	02084961741  senteam@walthamforest.gov.uk
<b>Coporate Director CSC</b> Inter-agency Escalation of concerns beyond escalation to Team Manager for Children's social care intervention	02084961907  <a href="mailto:cspahub@walthamforest.gov.uk">cspahub@walthamforest.gov.uk</a>  amana.gordon@walthamforest.gov.uk
<b>Corporate Director QA</b>  Inter-agency Escalation of concerns beyond escalation to Team Manager for LADO intervention	02084963685  <a href="mailto:cspahub@walthamforest.gov.uk">cspahub@walthamforest.gov.uk</a>  <a href="mailto:Darren.mcaughtrie@walthamforest.gov.uk">Darren.mcaughtrie@walthamforest.gov.uk</a>
<b>LSCB</b>	

<b>CDOP</b>	
<b>Community Safety: FGM</b>	
<b>Community Safety: Prevent Lead</b>	
<b>Community Safety: Gangs Lead</b>	
<b>Children's Social Care: Adolescent Safeguarding Lead</b>	
<b>Children's Social Care: Harmful Sexual Behaviour Lead</b>	