



SAFEGUARDING POLICY & PROCEDURES

1.1 Overview

This policy is underpinned by the Department for Education (DfE) updated version of the statutory guidance Keeping Children Safe in Education (KCSIE) 2022.

Keeping Children Safe in Education 2022 is statutory guidance and applies to all schools and colleges. Schools are defined as “all schools whether maintained, non-maintained or independent schools (including academies, free schools and alternative provision academies), maintained nursery schools and pupil referral units”. Colleges means “further education colleges and sixth-form colleges as established under the Further and Higher Education Act 1992 and institutions designated as being within the further education sector. Colleges also includes ‘providers of post 16 Education as set out in the Apprenticeships, Skills, Children and Learning Act 2009 (as amended): 16-19 Academies, Special Post-16 institutions and Independent Training Providers.” (KCSIE 2022)

There is an expectation that staff have understood rather than just read updated KCSIE 2022. School governors and proprietors to decide if staff not working directly with children are to read Part One or only need to be given condensed version.

A link to the full version of KCSIE 2022 can be found here - [Keeping children safe in education 2022 - GOV.UK](#)

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

1.2 Purpose and scope

MTC learning recognises that it has a moral and statutory duty to safeguard and promote the welfare of those receiving education and training through MTC. All learners have a right to feel safe and protected from all forms of abuse and neglect.

Safeguarding is everyone’s responsibility and all staff are committed to recognising and reporting all concerns related to child protection, welfare and wellbeing and are appropriately trained to remain vigilant and spot signs of all forms of abuse and maltreatment. As such, we promise to:

- Be observant and alert to signs of all forms of abuse
- Be curious and question explanations offered by parents/ carers / learners / staff and visitors
- Be compassionate, honest and clear
- Ask for support when we feel there is a limit of our experience / skills
- Follow MTC policies and procedures linked to safeguarding referrals
- Work together with other agencies when appropriate to ensure support for learners and their families is effective and helps improve person-centred outcomes

MTC learning aims to offer an environment where learners feel welcome, safe, stimulated and where learners are free to enjoy learning and developing in confidence. The purpose of this policy is to safeguard and promote the welfare of young people and vulnerable adults at MTC learning.

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

- Protecting children and vulnerable adults from maltreatment
- Preventing impairment of children and vulnerable adults ' mental and physical health or development
- Ensuring that children and vulnerable adults learn in circumstances consistent with the provision of safe and effective care
- Taking action to enable all learners from all age groups to have the best outcomes

To take all necessary steps to keep children and vulnerable adults safe and well, MTC learning will:

- Ensure our approach is learner-centred, considering always what is in the best interest of the learner
- Safeguard children and vulnerable adults both preventatively and responsively
- Ensure the suitability of adults who have contact with children and vulnerable adults
- Promote good health, effective management of medical conditions, and the development of self-care in children and vulnerable adults
- 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 vulnerable adult 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 / trustees.

1.3 Who is responsible for Safeguarding?

No single professional can have a full picture of children and vulnerable adults needs and circumstances. This policy applies to all staff, including paid staff, volunteers and sessional workers, agency staff, organisations contracted to deliver services within MTC learning, one-off visitors or anyone working on behalf of MTC learning. This policy relates to all children and vulnerable adults with whom MTC learning works.

This policy is readily available on MTC website via www.mtclearning.org for learners, practitioners, parents and partners.

1.4 The voice of the child

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

This policy covers local and national context to safeguarding and Prevent and factors the partnership arrangements and priorities of Waltham Forest Children's Safeguarding Board and Prevent Steering Group.

1.5 Terminology

This policy is written factoring various statutory documents and for ease the below terms may be used:

- **Young Person:** Throughout this policy, reference is made to young people, children and young people or child protection and these terms are used to mean those under the age of 18 (anyone up to their 18th birthday)
- **Vulnerable Adult:** MTC recognises that some adults can fall under a vulnerable category and experience a form of abuse or place them at risk of abuse. The Lord Chancellor's Department defined a vulnerable adult or an adult at risk as a person "who is or may require community care services because of disability, age or illness; and is or may be unable to take care of, or unable to protect themselves, against significant harm or exploitation"
- **Child Protection:** Refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm
- **DSL:** Designated Safeguarding Lead
- **DDSL:** Deputy Designated Safeguarding Lead
- **Staff:** Refers to all those working for or on behalf of MTC either a paid or in a voluntary capacity
- **BeSafe:** The team of safeguarding practitioners at MTC learning

2.1 Safeguarding Legislation and Guidance

Section 175 of the [Education Act](#) 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Section 157 of the [Education Act](#) 2002 and the [Education \(Independent School Standards\) Regulations](#) 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school. Section 157 of the [Education Act](#) 2002 and the [Non-Maintained Special Schools \(England\) Regulations](#) 2015.

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

The statutory guidance [Working Together to Safeguard Children](#) 2018 covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.

The statutory guidance [Keeping Children Safe in Education](#) 2022 is issued under Section 175 of the [Education Act](#) 2002, the [Education \(Independent School Standards\) Regulations](#) 2014 and the [Non-Maintained Special Schools \(England\) Regulations](#) 2015.

[What to do if you're worried a child is being abused](#) 2015 - Advice for practitioners is non-statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. (Specify where staff will find a copy of this advice)

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

[Keeping Children Safe in Education](#) 2022. Staff can find a copy on www.waltham.ac.uk or the Staff Hub page. All staff who work directly with children must read Part One, Part Five and Annex B - as a minimum, it is recommended that this includes all school leaders, all classroom-based staff and all staff with defined pastoral responsibilities.

All staff are required to provide signed confirmation that they have read Part One of [Keeping Children Safe in Education](#) 2022 or Annex A (whichever is applicable) a copy of which will be recorded electronically within the HR information system.

Where staff do not work directly with children, they may read Annex A (condensed version of Part One). Relevant staff should be aware of Part 4, Part 5, Annex B and Annex C.

2.2 Human Rights Act (HRA)

The Human Rights Act 1998 (HRA) sets out the fundamental rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (ECHR) (the Convention) that are deemed to apply in the UK. It compels public organisations to respect and protect an individual's human rights when they make individual decisions about them.

Under the HRA, it is unlawful for schools and colleges to act in a way that is incompatible with the Convention. The specific convention rights applying to schools and colleges are:

- Article 3: The right to freedom from inhuman and degrading treatment (an absolute right)
- Article 8: The right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
- Article 14: Requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination
- Protocol 1, Article 2: Protects the right to education

Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances. Further information (including on absolute and qualified rights) can be found at the [Equality and Human Rights Commission](#).

2.3 Equality Act 2010

Schools and colleges have obligations under the Equality Act 2010. According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.

Provisions within the Equality Act allow schools and colleges to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions. A school or college, could, for example, consider taking positive action to support girls if there was evidence, they were being disproportionately subjected to sexual violence or sexual harassment.

Guidance to help schools understand how the Equality Act affects them and how to fulfil their duties under the act can be found at [Equality Act 2010](#).

2.4 Counter Terrorism and Security Act

Section 26 Applies to schools and other providers; to have due regard to the need to prevent people being drawn into terrorism.

2.5 Prevent Duty Guidance - England and Wales

Covers the duty of schools and other providers in section 29 Counter Terrorism and Security Act 2015, to have due regard to the need to prevent people being drawn into terrorism.
<https://www.gov.uk/government/publications/prevent-duty-guidance>

2.6 Serious Crime Act

Outlines the mandatory reporting of Female Genital Mutilation (FGM).

3.1 Roles and Responsibilities

Designated Safeguarding Lead (DSL)			
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Deputy Designated Safeguarding Lead (DDSLs)			
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Link Governor for Safeguarding (Chair of Organisation)			
Name:	Hilda Mc Cafferty	Email:	Hilda@mtclearning.org
Job Title:	Chair of Trustees	Phone:	020 85563775
		Phone:	020 8501 8262
Head of IT			
Name:	ZoranSobot	Email:	zorans@mtclearning.org
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3.2 Designated Safeguarding Lead (DSL)

The DSL is a member of the leadership team and during term time the DSL and/or a Deputy Designated Safeguarding Lead (DDSL) will always be available during college hours to discuss any safeguarding concerns.

The broad areas of responsibility for the DSL are to:

- Oversee the implementation of the Safeguarding Policy
- Oversee the management of referrals, record keeping and case work
- Champion the promotion of welfare and wellbeing cross-college
- Primary point of contact for safeguarding and Prevent concerns and provide staff with sound advice, support and expertise linked to safeguarding
- Primary point of contact for the LADO
- Oversee the training and induction for staff linked to safeguarding
- Ensure processes are in place for Safer Recruitment and Management of Allegations against Staff & Volunteers
- Participate in local authority Children's Safeguarding Board and subgroups.

It is important that DSL obtains a full and rich picture of learners' experience. As soon as staff identify indicators of concern, they should record all concerns (including lower-level/pastoral, concerns about a child's wellbeing – be it expressed in behaviour, presentation, relationships) on ProMonitor/CPOMs system, and if the concerns are serious, they should speak to the DSL/inform Safeguarding Team without delay.

3.2 The Executive Director (ED)

Although the DSL will take responsibility for Safeguarding at MTC learning the ED is ultimately held accountable. The DSL will ensure that the ED is kept informed of safeguarding matters and the ED will:

Lead by setting safeguarding ethos:

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

Prioritises safeguarding:

- Allocates enough time, training, support and resources, including cover arrangements when necessary, to enable the DSL and DDSL's to carry out their roles effectively
- Supports the designated staff for looked after children to promote the educational achievement of any learners who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales

Ensure Safer Recruitment and Allegations against Staff & Volunteers (ASV):

- Will ensure that the DSL and or DDSL refers all allegations when a young person or vulnerable adult has been harmed by or at risk of harm from a member of staff (including agency staff and supply teacher) or volunteer to the Designated Officer for the Local Authority (LADO) within one working day prior to any internal investigation
- Will ensure that anyone who has harmed or may pose a risk of harm to a young person is referred to the Disclosure and Barring Service, as advised by the LADO
- Will ensure the Director of Human Resources appoints an Investigating Officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made

3.3 Governing Body

All governors will receive regular and relevant safeguarding training to enable on-going test and challenge of the effectiveness of MTC's safeguarding policies and procedures, alongside promoting a whole College approach to safeguarding. The governing body will ensure that MTC learning:

- Appoints a DSL who is a member of the leadership team and who has undertaken training in multi-agency working, in addition to child protection training
- Ensures that the DSL role is explicit in the role holder's job description (and the job description of any DDSL) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer
- Ensures that the DSL or a DDSL is always available during college hours for staff to discuss any safeguarding concerns. The DSL or a DDSL will generally be expected to be available in person but in exceptional circumstances availability will be via telephone and or other appropriate platforms
- Ensures that the DSL or a DDSL is always available at least via telephone or other platforms during any out of hours/out of term college activities
- Has a child protection policy and procedures, including a staff code of conduct, that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available publicly on MTC's website or by other means
- Has procedures for dealing with allegations of abuse made against members of staff (including supply staff) and volunteers including allegations made against the headteacher and allegations against other learners
- Follows safer recruitment procedures that include statutory checks on the suitability of staff to work with young people and disqualification from providing childcare regulations
- Develops an induction strategy that ensures all staff, including the ED and volunteers receive information about MTC's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct) and the role of the DSL on induction
- Develops a training strategy that ensures all staff, including the ED, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above
- Ensures that all staff, including temporary staff and volunteers, have read and understood the MTC's child protection and Safeguarding Policy and Staff Behaviour Policy (code of conduct) before they start work at MTC
- Contributes to multi-agency working and plans
- Ensure there are clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems
- Ensures an effective pastoral care offer and Early Help offer
- Ensures that learners are taught about how to identify risks, including online, and how to access support and help
- Ensures that the voice and lived experiences of learners are heard and reflected in the life of MTC
- Ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in the Data Protection Act 2018 and General Data Protection Regulations (GDPR). This includes:

3.4 Chair of Governors / Trustees

The governing body nominates a member to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the ED

3.5 Link Governor for Safeguarding

The governing body also identifies a named governor to take leadership responsibility for MTC's safeguarding arrangements (Link Governor for Safeguarding). That governor will maintain regular contact with the DSL, meeting each half term, and will ensure that the governing body receives regular reports about safeguarding activity at MTC

It is the responsibility of the governing body to ensure that the MTC's safeguarding, recruitment and managing allegations procedures consider the procedures and practice of the Local Authority, local safeguarding partnership and national guidance. The governing body is also responsible for overseeing Safeguarding Audits completed and returned to the Local Authority under s175 of the [Education Act 2002](#).

3.6 All Staff

MTC learning will ensure that every member of staff:

- Reads and understands Part 1 of Keeping Children Safe in Education 2022 that includes the mandatory reporting duty of all child protection concerns
- Knows the name of the DSL and the role of the Safeguarding team
- Will receive information at the point of induction and through refresher training:
 - Their personal responsibility/ Staff code of conduct/teaching standards.
 - Understand the definitions of all forms of abuse, physical abuse, emotional abuse, sexual abuse and neglect
 - The need to be vigilant in identifying cases of abuse at the earliest opportunity
 - How to support and respond to a child and a vulnerable adult who discloses significant harm (either actual or likely)
 - Prevent referral process
 - Their understanding of professional boundaries and what constitutes inappropriate behaviour

- Knows their duty linked to unsafe practices, regarding young people or vulnerable adults, by a colleague
- The designated person will disclose any information about a learner to other members of staff on a need-to-know basis
- Undertakes appropriate discussion with parents and carers
- Understand Ofsted grade descriptors in relation to personal development, behaviour and welfare of learners
- Monitor internet usage in classrooms and knows how to recognise and respond to inappropriate internet use. (This is prominally carried out through internet security systems and alerted DSL or DDSL, for follow up)
- Respects and adheres to the MTC learning Code of Conduct

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 not reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

All staff should be aware that young people and vulnerable adults may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to their DSL and or DDSL if they have concerns about a young person or vulnerable adults as it is also important that staff determine how best to build trusted relationships with young people and vulnerable adults which facilitate communication.

4.1 Types of Abuse

There are four main categories of abuse and neglect:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

4.2 Child on Child Abuse or Learner on Learner Abuse

MTC learning may be the only stable, secure, and safe element in the lives of children/Learners at risk of, or who have suffered harm. Nevertheless, whilst at MTC, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children /Learners. MTC recognises that some children/Learners may abuse their peers and any incidents of child-on-child or Learner on Learner abuse will be managed in the same way as any other safeguarding concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Child on child or Learner on Learner abuse can manifest itself in many ways. This may include bullying (including cyber bullying), physical abuse or initiation / hazing type violence and rituals. We do not tolerate any harmful behaviour in MTC and will take swift action to intervene where this occurs. We use lessons and meetings to help learners understand, in an age-appropriate way, what abuse is, and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. This includes using online resources which highlight the risks associated with sharing nude images – <https://www.lqfl.net/online-safety/resource-centre?s=1>

MTC learning understands the different gender issues that can be prevalent when dealing with child-on-child or learner on Learner abuse.

We take particular note of sexual violence/harm or harassment that takes place in MTC ensuring that all disclosures are taken seriously and that learners are given support, reassurance, and information about laws in place to protect them from sexual violence and sexual harassment. Where possible, support to the victim and any disciplinary action will be maintained at the same time as appropriate and on a case-by-case basis. This will be determined by risk assessment, liaison with LA, family and with consideration of the victim's needs.

4.3 Serious Violence

All staff are aware of indicators which may signal those learners who are at risk from or involved with serious violent crime. These may include increased absence from classes, 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 well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a learner has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Learners with Special Educational Needs and Disabilities, physical or mental health difficulties. MTC understands that learners with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of learners. This can include:

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

4.4 Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our centres. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a learner's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a learner and share it with other agencies to support better understanding of a learner and their family.

4.5 Child Sexual Exploitation

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to any child or young person of any gender and from any background or community. In Waltham Forest, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology”.

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

4.6 Child Criminal Exploitation

Child Criminal Exploitation is a geographically widespread form of harm which is a typical feature of county lines criminal activity (county lines is when drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban areas and seaside towns). Our College works with key partners locally to prevent and respond to child criminal exploitation in accordance with the latest government guidance:

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

4.7 Domestic Abuse

Domestic Abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Learners can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

4.8 Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse. As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. MTC will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

4.9 Forced Marriage

Forced Marriage is one entered without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue in accordance with the latest government guidance - <https://www.gov.uk/government/publications/the-right-to-choose-government-guidance-on-forced-marriage>

4.10 Prevention of Radicalisation

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

- Teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental, and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- Be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- Be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. MTC works in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate.

4.11 Helping learners to recognise risk and access support

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

Learners who identify as LGBTQ+ or are assumed to be LGBTQ+ are likely to be more vulnerable to abuse. At MTC learning LGBTQ+ inclusion is promoted within the curriculum and through extra-curricular activities.

MTC learning encourages a range of ways for learners to report concerns. Using peer support is another way to give students the opportunity to discuss difficult topics and get the help needed.

Keeping Children Safe in Education 2022 requires governing bodies and proprietors to ensure that children and vulnerable adults are taught about safeguarding, including online safety, as part of providing a ‘broad and balanced curriculum.’

Our approach is designed to help learners to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Learners are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. MTC continually promotes an ethos of respect for learners and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

4.12 Learners’ Disclosures to Staff

Learners 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 learners are disclosing. Staff should not be afraid to respond to children naturally, as they would for any other disclosure, and should respond with compassion and empathy.

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

4.13 Especially vulnerable students

To ensure that all our students receive equal protection we will give special consideration to children who are particularly vulnerable, especially:

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

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

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

Children may need a social worker due to safeguarding or welfare needs. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as

educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes, which should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions in relation to safeguarding and promoting welfare (i.e., responding to unauthorised absences or missing education episodes and the provision for pastoral and/or academic support).

4.15 Young people or vulnerable adults requiring mental health support

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

All staff should also be aware that mental health problems can, in some cases, be an indicator that a learner 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. Immediate action should be taken in response to any mental health concerns about a child. Action will also be taken where there is a safeguarding concern already present, through reporting the concern to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care to establish whether a referral is required, or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

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

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

5.1 Reporting Procedures

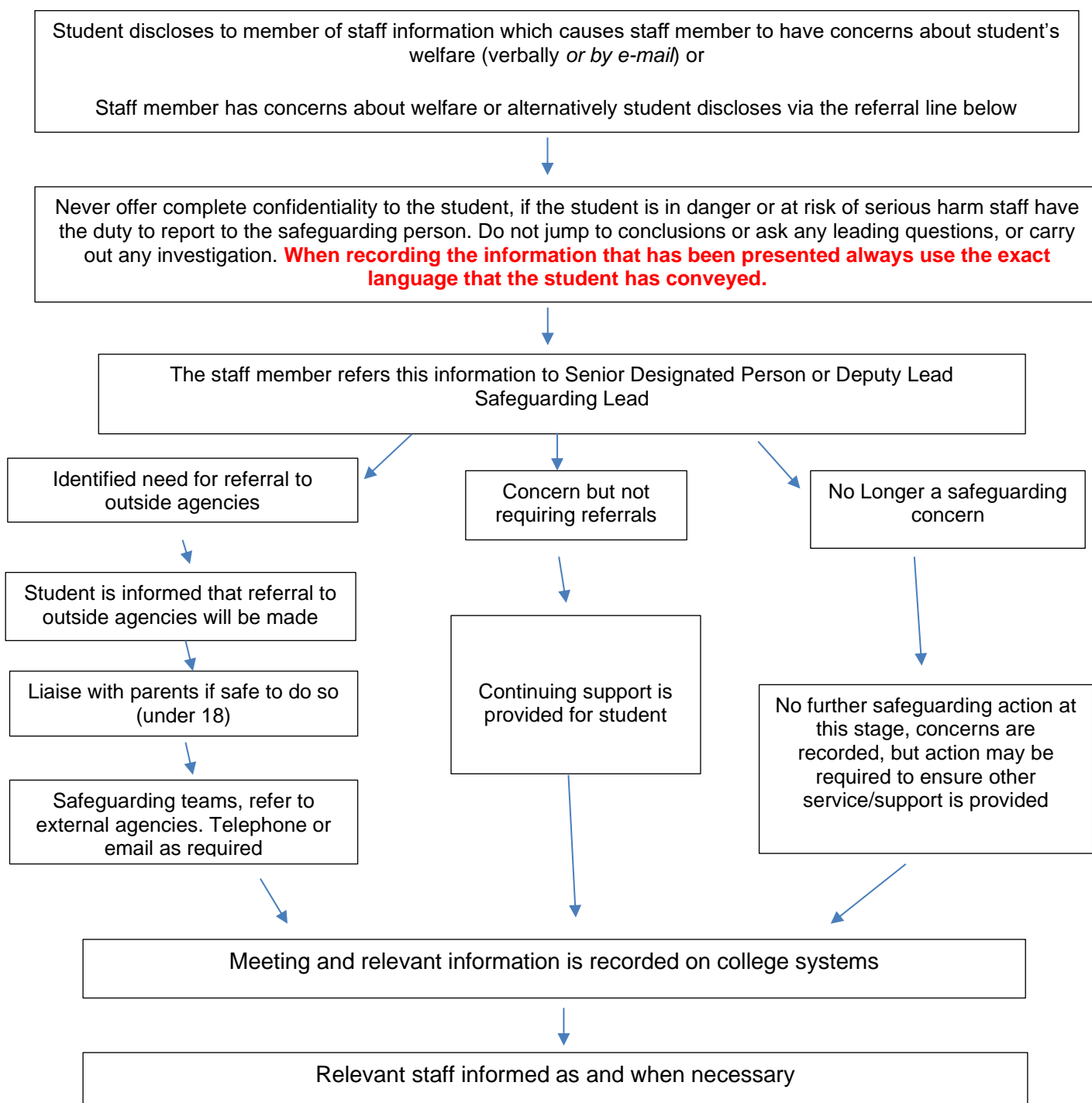
All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded by the safeguarding team. This will also help if/when responding to any complaints about the way a case has been handled by MTC. Information will be kept confidential and stored securely. Records will include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action undertaken, decisions reached and the outcome

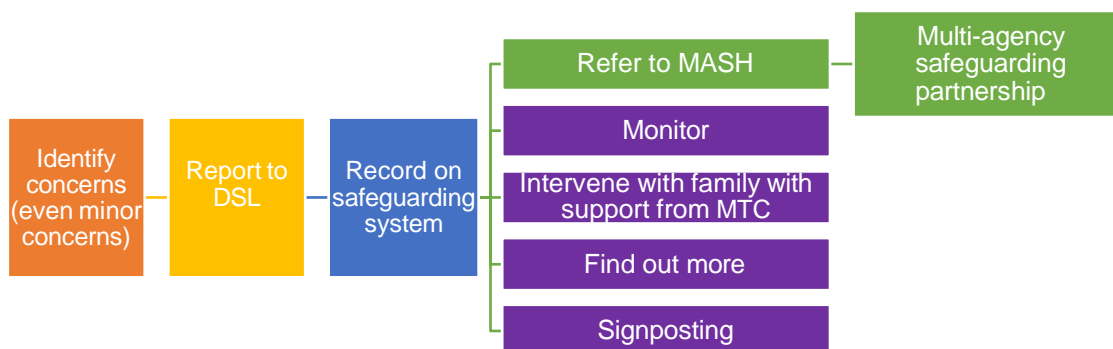
Safeguarding Referral Procedure

(This applies to all MTC students regardless of age)

Staff have been informed that they must refer students who disclose any information relating to safeguarding to the Designated Safeguarding Lead, or the Deputy Designated Leads at each centre.



Actions where there are concerns about a young person or a vulnerable adult:



All members of staff are aware of the signs and indicators of abuse and their responsibility for reporting any concerns in a timely manner. All staff are expected to do the following:

- **LISTEN** carefully and remain calm; do not express shock or embarrassment
- **DO NOT** guarantee confidentiality and be clear that you will act sensitively and explain what will happen next
- **GIVE REASSURANCE** that you are taking the information seriously
- **DO NOT** ask leading questions
- **DO NOT** examine any physical injuries
- **DO NOT** attempt to investigate the allegations yourself
- **NEVER JUDGE** even if the allegation is against a colleague
- **RECORD** what was said, also date, time and place that conversation took place
- **CONTACT** a member of the Safeguarding team as soon as reasonably possible

If the staff member suspects that the young person or vulnerable adult is in immediate danger, they will contact the Police straight away by dialling 999. All incidents and actions will be reported to the BeSafe Team in a timely manner.

5.2 Out of Hours Concerns

The Duty Manager will lead on undertaking an assessment of what actions is necessary and provide staff with advice, information and signposting during out of hours or in the event of an emergency.

6.1 The [Data Protection Act 2018](#)

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

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

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

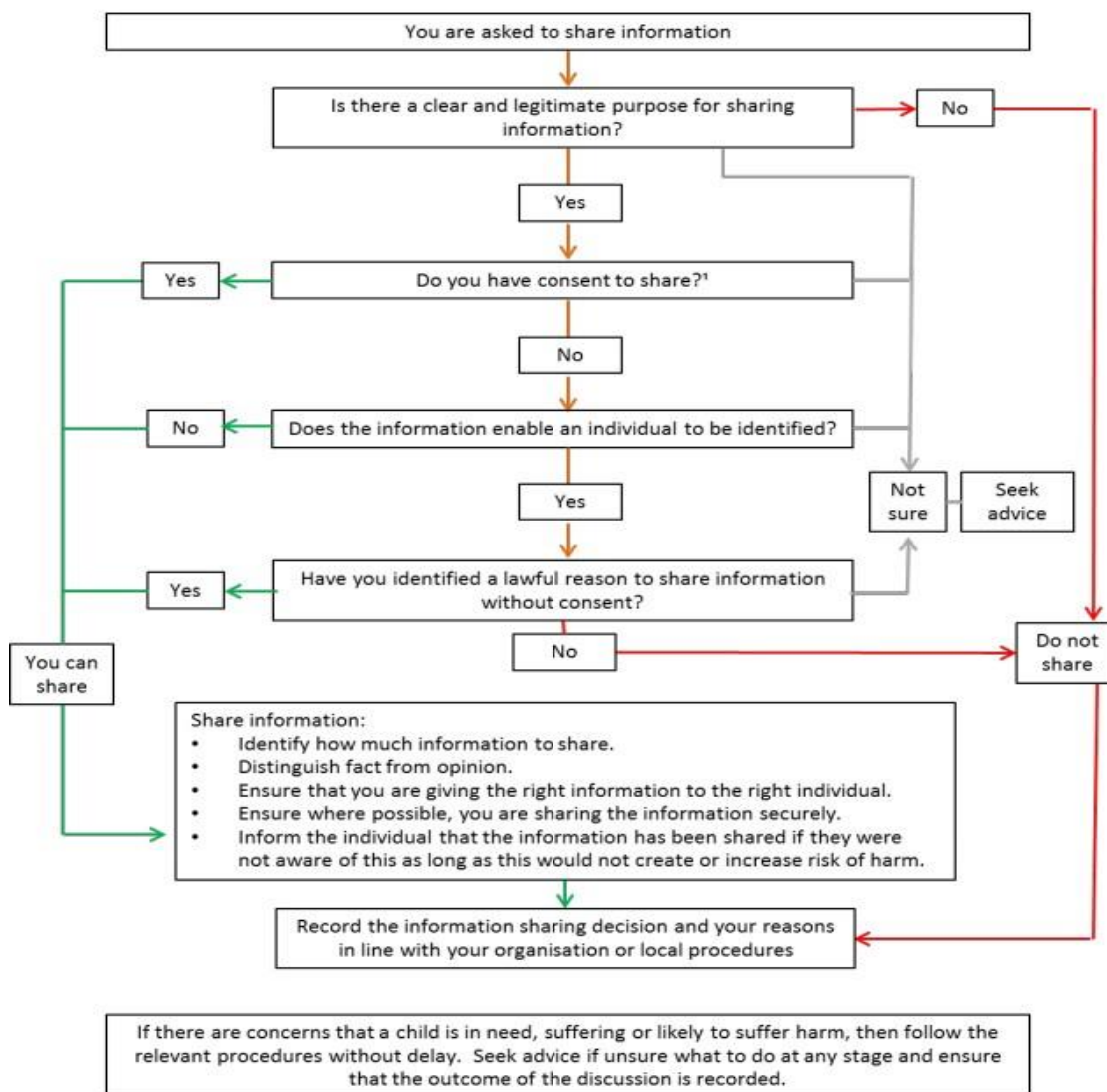
- Necessary & Proportionate
- Relevant
- Adequate
- Accurate
- Timely
- Secure
- Recorded

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

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

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

Flowchart of when and how to share information



6.2 Recording

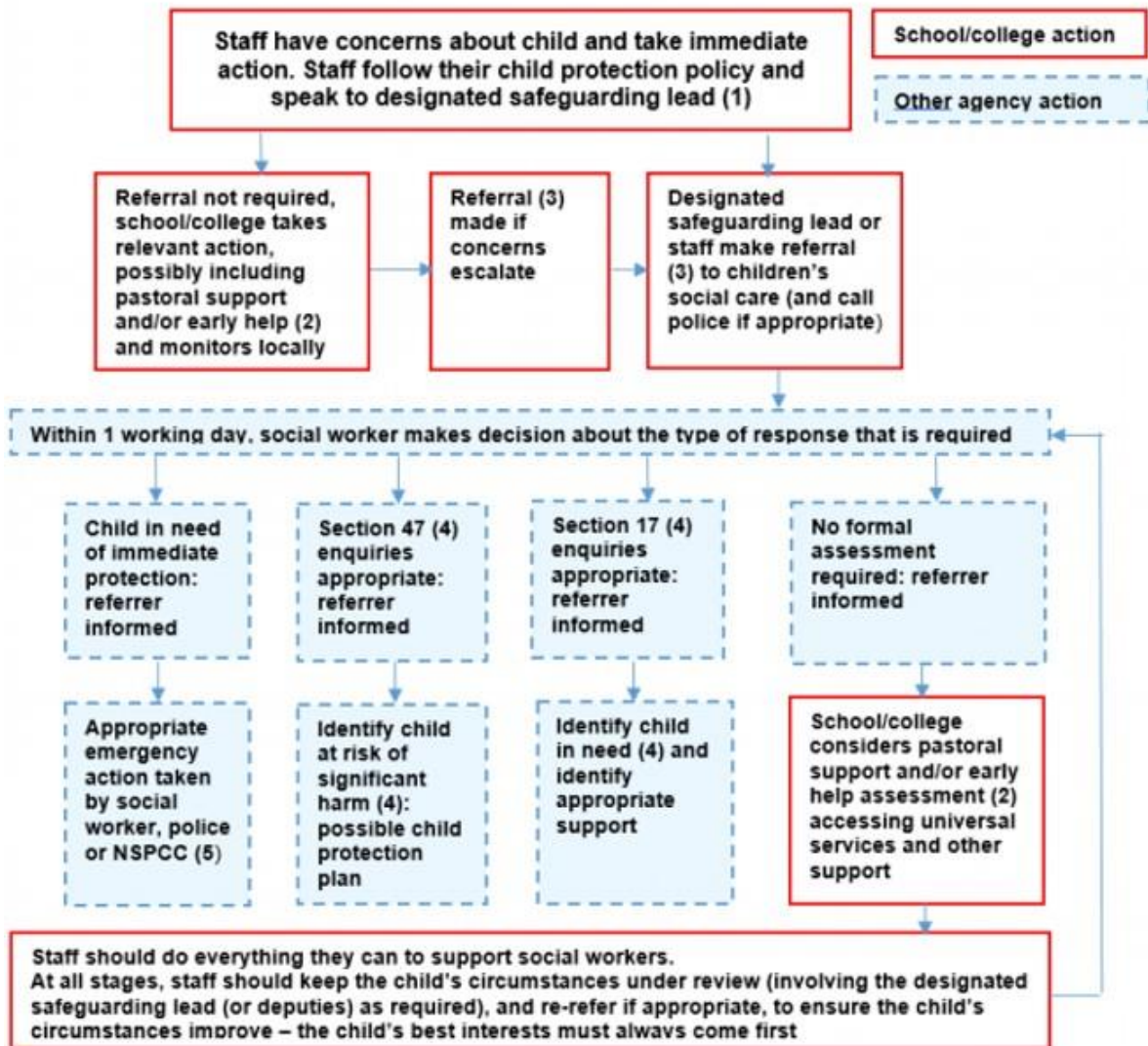
Recording of concerns should take place as close in time to the incident as reasonably possible. Where concerns are serious, in addition to logging concerns, staff should seek to speak to a DSL immediately either in person or by phone.

6.7 DSL Decision-Making

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

Pastoral Care	Keeping Children Safe in Education 2022 acknowledges the casework that schools undertake on a pastoral level. This includes managing any support for the child internally via the school's own pastoral support processes. If pastoral staff are engaged, they must work alongside safeguarding staff, and DSLs would take the lead on decisions about progressing a case.
Early Help (MASH)	MTC can refer children and families for early help assessment and support, with the informed consent of parents.
Referral to statutory services (MASH)	A referral must be made to MASH/children's social care (and if appropriate the police) immediately if the child is: <ul style="list-style-type: none">• A child in need; defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled• Suffering, or likely suffering, harm.
Allegation of harm to a child by a practitioner	If the alleged harm to a child is caused by a practitioner or a volunteer, the headteacher should be notified immediately and LADO should be consulted.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).

6.8 Referrals

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

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

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

In MTC learning 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 MTC 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.

6.9 Staff training

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

- MTC's safeguarding policy
- The staff behaviour policy (code of conduct)
- The identity and role of the DSL and all Deputy DSLs
- MTC's behaviour policy

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

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

All staff should be aware that abuse, neglect, and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap one another. All staff should also be aware that safeguarding incidents and/or behaviours can be associated with factors outside MTC and/or can occur between learners outside of these environments. All staff but especially the DSL and DDSL should consider whether learners are at risk of abuse or exploitation in situations outside their families. All staff will be made aware of the increased risk of abuse to certain groups, including learners with special educational needs and disabilities, looked after learners, previously looked after learners, young carers and risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, child on child abuse, sexual harassment and sexual violence/harm in school, extremism, female genital mutilation and forced marriage; and will receive training in relation to keeping children and vulnerable safe online.

In addition, the executive Director, Senior Leadership Team and at least one governor (usually the chair) will attend safer recruitment training and MTC will ensure that every interview panel includes a Safer Recruitment trained panel member.

6.10 Allegations against staff and volunteers (ASV)

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

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

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

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

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

Low level concerns should always be undertaken in consultation with the LADO in congruence with local procedures and guidance. The consultation process allows for concerns to be evaluated objectively and to ascertain whether similar concerns may have been raised by a previous employer but not met the threshold for investigation. Whilst the LADO will only record those allegations which appear to meet the threshold for consideration within these procedures, the employer should record any concern that arises in respect of a member of their staff, volunteers, and contractors. All such concerns will be promptly shared with the headteacher/principal, who may wish to consult the DSL to consider the most appropriate response. Employers of supply staff or contractors must also be notified to ensure any emerging patterns can be identified. Consultation with the LADO should be undertaken to verify whether a perceived low-level concern meets the harm threshold.

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

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

You should:

- Report it to the ED within as soon as possible, however trivial it may seem.
- Maintain confidentiality and guard against publicity while an allegation is being considered or investigated and follow local information sharing protocols

You should not:

- Attempt to deal with the situation yourself.
- Make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents.

- Keep the information to yourself or promise confidentiality.
- Take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim or potential witnesses, or informing the alleged perpetrator or parents or carers.

The full procedures for dealing with allegations against staff can be found in Part 4 of [Keeping Children Safe in Education](#) 2022, and Part 7 of the London Child Protection Procedures, which can be found online.

6.11 Whistleblowing

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

All staff are made aware of the duty to raise concerns about the attitude or actions of staff in line with MTC's Code of Conduct / Public Interest Disclosure policy. Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the MTC's staff behaviour policy (code of conduct) – to the Executive Director; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in MTC.

Concerns or complaints about the Executive Director should be reported to the chair of governors / trustees. For those who feel unable to raise these concerns internally, for whatever reason, they can contact the local authority designated officers (LADOs) who have oversight of allegations against practitioners and volunteers in the borough: lado@walthamforest.gov.uk or 0208 496 3646.

Alternatively, staff can call the NSPCC whistleblowing helpline on: 0800 028 0285 (the line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m., Monday to Friday or email help@nspcc.org.uk.

6.12 Complaints Procedure

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

Poor practice examples include unfairly singling out a learner or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way. Complaints are managed by the Executive Coordinator.

7.1 Visitors and security arrangements

Visitors to MTC, including contractors, will be asked to sign in and are given an identity badge, which confirms they have permission to be on site. All visitors and contractors are expected to observe MTC's commitment to safeguarding and health and safety regulations to ensure learners and staff in college are kept safe.

Professionals and social workers attending MTC to carry out statutory work with young people or vulnerable adults will be allowed to do so if they supply appropriate identification and this

is agreed beforehand. Should MTC have concerns about their identity of the professional then further clarity will be sought by arranging further contact with appropriate organisation.

7.2 Off-site arrangements

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

Where extended college activities are provided by and managed by MTC, MTC's child protection policy and procedures apply. If another body provides services or activities on MTC site, MTC will seek assurance that the provider's child protection policy and procedures are robust and sufficient. In addition, ensuring there are appropriate arrangements in place to liaise should there be any child protection concerns raised.

7.3 Photography and images

To protect learners, we will:

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

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

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

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

7.4 Online safety

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

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

- Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- Contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying;
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If any young person or vulnerable adult are at risk, it can be reported to the Anti-Phishing Working Group <https://apwg.org/>

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in MTC. Many learners own or have access to handheld devices and parents are encouraged to consider measures to keep their child safe when using the internet and social media at home and in the community.

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

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

All staff receive online safety training and are trained to be vigilant about and to report any concerns about the risk to students online in the same way that they notice and report offline concerns. Staff are also made aware of the acceptable use policy which outlines personal online activity, use of social networking and electronic communication. Staff will not communicate via personal devices / social media with any learners. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and/or may be subject to internal disciplinary action.

Staff should be prepared to respond to online challenges and online hoaxes and can refer to this useful guidance for help and support

<https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes/harmful-online-challenges-and-online-hoaxes>

7.5 Remote learning

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

7.6 Online communication between staff and learners

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

7.7 Online filters and monitoring

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

All relevant staff have been given information about the provisions in place and know how to identify concerns and escalate matters to the senior leadership team.

Appendix 1: Specific Safeguarding Concerns

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 able to observe it, for example, in the way that a parent interacts with their child.

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

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

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.

Resources are available from the Centre of Expertise on Child Sexual Abuse - <https://www.csacentre.org.uk/knowledge-in-practice/practice-improvement/supporting-practice-in-tackling-child-sexual-abuse/>

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

Domestic Abuse

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional abuse

All children 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

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

MTC works in partnership with Police and Children's Services to support pupils who are affected by incidents of domestic violence and abuse. This scheme is called [Operation Encompass](#). It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will forward the information securely to the DSL before the child or children arrive at school the following day. On receipt of any such notification, the headteacher and/or DSL will ensure that teachers and other staff directly in contact with affected children support them with due care and sensitivity. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. This information is managed and stored with the utmost sensitivity and discretion consistent with all other confidential safeguarding records. Operation encompass offers an advice and helpline available between 8am and 1pm from Monday to Friday – 0204 513 9990. All domestic abuse concerns outside of these times should be reported to Waltham Forest MASH Team.

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

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

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

Children who are looked after or were previously looked after

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

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

Care Experienced Young People

Local authorities have ongoing responsibilities to young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Advisor who develops a pathway plan

with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. The DSL will have details of the local authority Leaving Care Coach appointed to guide and support all care leavers; and should liaise with them as necessary regarding any issues of concern affecting an experienced young person.

Children with Special Educational Needs and Disability (SEND)

Children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded. Staff can recognise the additional risks that children with SEND face online, for example from online bullying, grooming and radicalisation and are confident they have the capacity to support SEND children to stay safe online.

Contextual safeguarding

Contextual safeguarding means that assessments of children should consider whether wider environmental factors which are present in a child's life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community and will share intelligence with the Police in order to prevent children suffering harm. MTC learning will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care.

Child Criminal Exploitation (CCE)

Waltham Forest has taken a public health approach to children and young people's criminal exploitation by organized criminal groups (OCGs) and gangs. CCE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual and/or criminal activity:

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

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

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

- children who appear with unexplained gifts or new possessions

- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE 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:

- In exchange for something the victim needs or wants, and/or
- 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; they can also occur using technology. Victims of CSE can be of any gender, under the age of 18, including 16 and 17 years old who can legally consent to have sex. It can include both contact and non-contact sexually activity and may occur without the child or young person's immediate knowledge. Some of the indicators of CCE can also be indicators of CSE, as can:

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

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

County Lines

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

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

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

All concerns about children suspected to be at risk of or involved in county lines will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required. The Home Office and the Children's Society published guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

Serious violence

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

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

Mental Health

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

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. Immediate action should be taken with in response to any mental health concerns about a child that is also a safeguarding concern, through reporting the concern to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required, or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

Advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#) (which may also be useful for colleges) has been published. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#). Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Children with family a member in prison

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

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

Children Missing from Education

Full attendance at College is important to the wellbeing of all pupils and enables them to access the opportunities made available to them at College. Non-attendance is also an indicator in all forms of abuse. The attendance policy is set out in a separate document and is reviewed regularly by the governing body. The school operates in accordance with statutory guidance [Children Missing Education \(DfE 2016\)](#). All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, radicalisation or mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

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

The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing repeatedly and/or are missing for periods during the school day.

A conversation should take place with the Home Education Lead in the local authority BACME service if DSL has concerns about children whose parents wish to elect to home educate.

Children who run away or go missing from home or care

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

[Keeping Children Safe in Education](#) 2022 highlights that [Statutory Guidance on Children who Run Away or go Missing from Home or Care](#) 2014 requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return. RHIs are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity. RHIs are undertaken by practitioners who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to an RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to plan for the interview. In order to fulfil the timescale of within 72 hours, it is

essential that all opportunities to interview young people including times during the school/college day are utilised.

Female Genital Mutilation (FGM)

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

The practice is illegal under the [Female Genital Mutilation Act](#) 2003. Any person found guilty of an offence under the [Female Genital Mutilation Act](#) 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

Teachers are subject to a statutory duty defined by Section 5B of the [Female Genital Mutilation Act](#) 2003 (as inserted by section 74 of the [Serious Crime Act](#) 2015) to report to the Police personally where they discover (e.g., by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police.

Forced Marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence/harm and abuse. A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses. Guidance created by the Forced Marriage Unit should be reviewed for further information - [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](#)

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does

not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

Prevent: Protecting Children from Radicalisation & Extremism

All schools and colleges are subject to a duty under section 26 of the [Counter-Terrorism and Security Act 2015](#) (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the [Prevent duty](#).

Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the DSL is responsible for the school's strategy for protecting children from those risks.

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

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

MTC learning has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

College is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. MTC learning promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

MTC learning recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the DSL or DDSL will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be considered at the Local Channel panel. The Channel panel is made up of multi-agency professionals who discuss the individuals referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. The DSL may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

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

The Home Office has developed three e-learning modules:

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

Private Fostering

A [private fostering](#) arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or under 18 if the child is disabled. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases, so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

So-called 'honour based' abuse

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

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

Regardless of the motivation, staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

Bullying and child on child abuse

MTC learning believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Children may be harmed by other children or young people; research suggests that 30% of child abuse is perpetrated by those under 18.

All staff recognise that children can abuse their peers and are trained to understand and implement the school's policy and procedures regarding child-on-child abuse. All child-on-child abuse is unacceptable and will be taken seriously. Advice and guidance has been produced [Preventing and Tackling Bullying](#)

It is most likely to include, but is not limited to:

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

bullying should be reported and will be managed through the [school/college]'s anti-bullying procedures.

- All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child on child abuse proactively.
- Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls'. It is important for MTC to consider the wider environmental factors and context within which child on child abuse occurs.

MTC learning will also consider the potential for the impact of the incident to extend further than the school /college's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

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

Children who are lesbian, gay, bi, transgender or identify alternatively (LGBTQ+)

Young people who are lesbian, gay, bi, or trans + (LGBT+) can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

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

Sexual violence/harm/and sexual harassment

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

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

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

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

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

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

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

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

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

The school/college will respond to reports in accordance with Part 5 of [Keeping Children Safe in Education](#) 2022. Schools may also find it useful to refer to the [Farrer child on child abuse toolkit](#). All responses to reports of sexual violence/harm will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using their professional judgement, and supported by other agencies, such as children's social care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Risk assessment

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

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

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

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence/harm and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school/college not to tell anyone about the sexual violence/harm or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour.
- The ages of the children involved.
- The developmental stages of the children involved.
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse.
- Whether there are ongoing risks to the victim, other children, adult students, or school/college staff.
- Informing parents/carers unless this would put the victim at greater risk);
- Only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence/harm or harassment.

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

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

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

Sharing of nude and semi-nude images and/or videos (also known as Youth Produced Sexual Imagery YPSI or 'sexting').

The school will act in accordance with advice endorsed by DfE which can be found at: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>. (UK Council for Child Internet Safety 2017).

All incidents of consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as Youth Produced Sexual Imagery -YPSI) will be dealt with as safeguarding concerns. The primary concern always will be the welfare and protection of the young people involved. Young people (under 18) who share sexual imagery of themselves or their peers are breaking the law. Still, authorities will avoid criminalising young people unnecessarily.

All incidents of YPSI should be reported to the DSL. If there is a YPSI issue in relation to a device (e.g., mobile phone, tablet, digital camera), the member of staff will secure the device (i.e. it should be confiscated). This is consistent with DfE advice [Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies](#) 2018. Staff will not look at (unless directed to do so by police), copy or print any indecent images as this would be a criminal offence. The confiscated device will be passed immediately to the DSL. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately. The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

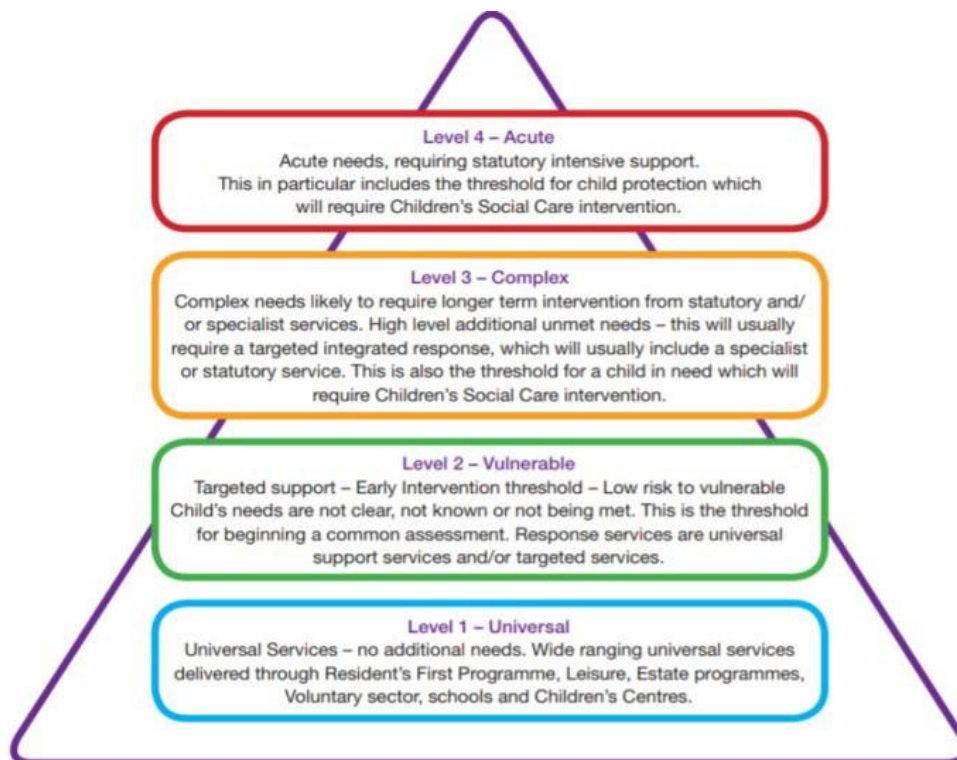
The DSL will make a judgement about whether a reported YPSI incident is experimental (e.g., a child sending an image to a child with whom they are romantically involved) or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or

showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sexting will be referred to MASH.

For further reference on how to support with concerns around HSB within your school please refer to <https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools>.

Appendix 2: 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 most 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.

Waltham Forest’s Early Help and Thresholds Criteria for Intervention which can be found here www.walthamforest.gov.uk/sites/default/files/early_help_thresholds.pdf details 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 enough 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 3: Designated Safeguarding Lead

A Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team, appointed to support the management of safeguarding cases within MTC. The DSL should take lead responsibility for safeguarding and child protection (including online safety). The DSL should be given the time, funding, training, resources and support undertake duties as listed below. Whilst the activities of the DSL can be delegated to DDSLs, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated.

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

During term time, the DSL and/or DDSL should always be available (during College hours) for staff in MTC to support and/or discuss any safeguarding concerns.

A duty rota will be organised to provide staff with advice, information and signposting out of hours and over weekends / school holidays in the event of an emergency.

The DSL role includes, but is not limited by, the following:

Management of referrals

- Refer cases of suspected abuse to children's social care and police as appropriate. [NPCC- When to call the police](#) should help DSLs to understand when they should consider calling the police and what to expect when they do.
- Refer cases to the Channel programme where there is a radicalisation concern as appropriate.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as appropriate.

Provides Advice and Support

- Acts as a source of advice, support, expertise and liaison to MTC community.
- Liaise with the principle to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation
- Liaises with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Support staff who make referrals to Children's Social Care
- Support staff who make referrals to the Channel programme

Provides Expertise

- Has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in Parts 1, 4 & 5, and Annex A, B and C of [Keeping Children Safe in Education](#) 2022, ensuring that all staff receive necessary training, information and guidance
- Understands the assessment process for providing early help and statutory intervention, including the criteria making a referral to MASH.

- Has working knowledge of how a child protection case conference and a child protection review conference is undertaken by children's social care and be able to attend and contribute to these effectively when required to do so
- Understands relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations;
- Understands the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners; [Data protection: a toolkit for schools](#) 2018, guidance developed to support schools with data protection activity, including compliance with GDPR.
- Understands and supports MTC with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- Understands the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Understands that children can be at risk of abuse or exploitation in situations outside their families.
- Understands the local multi-agency safeguarding arrangements and procedures and links with the safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Maintains & Manages Records

- Keeps detailed records in confidential files, ideally via an online safeguarding recording system, that are separate from the main pupil file and stored securely. Files records need to be dated with a clear record of who entered the record
- Ensures that, when a pupil under the age of 18 years leaves College, all child protection records are passed to the new setting (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed.

Champions Children's Wellbeing

- Encourages a culture of listening to and taking account of children's wishes and feelings.
- Is alert to the specific needs of children with special educational needs, children in need, children subject to child protection or care proceedings, children in care, young carers, children with particular vulnerabilities in order to provide effective pastoral support and liaison with other agencies.
- Ensures that children and young people are supported to be able to identify risk in their lives or those of their peers in an age-appropriate way, and that they know how they can report it.
- Is responsible for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or

have experienced, and identifies the impact that these issues might be having on children's attendance, engagement and achievement at College.

- Oversees pastoral care in College.
- Ensuring the appointment of a Designated Teacher for children who are looked after by the local authority and those who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside of England.
- Helps promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- Support teaching staff to identify the challenges that children who are experiencing or have experienced welfare, safeguarding and child protection issues might face and the additional academic support and adjustments that they could make to best support these children.
- Understands that children may find it difficult to approach staff to express their concerns therefore has put in place additional measures that help to support children to be able to do this.

Primary point of contact for safeguarding

- Act as a point of contact with the three safeguarding partners
- Attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings.
- Co-ordinates College's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings.
- Develops effective links with relevant statutory and voluntary agencies, including the local safeguarding partnership.
- Works in partnership with social workers and with safeguarding partnership to support the child.
- Notifies social care if a child-on-child protection is absent for more than two days.

Supports and Liaises with Parents, Carers & Families

- Ensures parents are aware of the school/college's role in safeguarding and that referrals about suspected abuse and neglect may be made.
- Ensures that the safeguarding policies are made publicly available (e.g., on the website) and are easily accessible to all (staff, parents, children, those for whom English is not a first language).

Sets and Communicates Policy

- Updates safeguarding policies (safeguarding, child protection, online safety, safer recruitment, code of conduct, etc) annually in line with the Local Safeguarding Partnership and statutory requirements
- Ensure staff sign to indicate that they have read and understood:
 - [Keeping Children Safe in Education](#) 2022 Part 1 or Annex A (whichever is applicable).
 - The child protection and safeguarding policy
 - The staff behaviour policy (code of conduct)
 - The behaviour policy including de-escalation tactics, and are trained on acceptable restraint
 - College's safeguarding response to children who go missing from education

- The role of the designated safeguarding lead & how to get in touch
- Ensures that the child protection and safeguarding policy and procedures are reviewed and updated at least annually, working with the whole school/college community of pupils, parents, staff, volunteers and governors and/or proprietors regarding this.
- Keeps a record of staff attendance at child protection training.

Coordinates Training & Induction

- Develops a training strategy to ensure that all staff obtain the appropriate training / updates, skills and knowledge to safeguard children effectively within the local Safer Partnership requirements.
- Undertakes appropriate training themselves, including attending regular DSL Forums, and is given appropriate time and resources to carry out the role.
- Ensures that all staff understand that if they have any concerns about a child's welfare, they should act on them immediately, either by speaking to the DSL or DDSL or, in exceptional circumstances, taking responsibility to make a referral to Children's Social Care.
- Ensures that all staff know how to make a referral to children's social care.
- Quality assures casework by other staff, possibly through supervision.
- Ensures each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;

Ensures Safer Recruitment / Management of Allegations against Staff & Volunteers

- Ensures Safer Recruitment as per the Safer Recruitment policy; develops safeguarding induction strategy for all new / temporary staff.
- Ensures all staff, including temporary staff and volunteers have read the school's safeguarding policy and the Code of Conduct / Behaviour Policy prior to access to children.

Ensures that the headteacher is aware of the responsibility under [Working Together to Safeguard Children](#) 2018 to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff (including supply staff) or volunteer to the Designated Officer in the Local Authority (LADO) within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

Appendix 4 Standards for Effective Child Protection Practice

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

In best practice, Colleges:

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

- Take particular care that pupils with SEN in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills.
- Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in [Keeping Children Safe in Education](#) 2022 and London Child Protection Procedures which can be found online,
- Have a written whole school safeguarding policy, which is produced, owned and regularly reviewed by all school staff, considering the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the standards;
- Ensure that specified information is passed on in a timely manner to the Local Authority for monitoring purposes;
- Have a Single Central Record in place that fully complies with the guidance in [Keeping Children Safe in Education](#) 2022.
- Ensure appropriate arrangements are in place in relation to external professionals visiting children on site including ensuring they have read and understood the child protection policy.

For advice and support about any safeguarding matter in school or for information about a range of safeguarding training courses, please contact the Education Safeguarding Service:
 Email: safeguardingineducation@walthamforest.gov.uk
 Telephone: 020 8496 3646

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

For Escalations contact:

Gillian Nash, Head of Settings and Workforce Safeguarding
 Email: Gillian.Nash@walthamforest.gov.uk
 Telephone: 020 8496 3682

APPENDIX E: SAFER RECRUITMENT

MTC learning will ensure that their Safer Recruitment and Selection policy is in place and updated annually, and that it is followed meticulously for the recruitment of all permanent and temporary staff and volunteers.

Safer recruitment means that the **MTC learning** will ensure the following:

Planning and Advertising

- Every job description and person specification include responsibility for safeguarding
- Job adverts include statements relating to the safer recruitment process such as the possibility of online searches

Interview

- At least one interview question about attitude to safeguarding and working with children
- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- At least one member of each recruitment panel will have attended safer recruitment training

Vetting

- Obtain references for all successful candidates via reference proforma where possible, including internal candidates.
- Carry out additional or alternative checks for applicants who have lived or worked outside the UK
- Applicants only begin work after providing DBS certificates. Exceptionally, if an individual start work in the regulated activity before the DBS certificate is available, the individual must be appropriately supervised, and the employment remains conditional on suitably clear checks.
- Barred List checks will always be taken prior to the individual starts to work in MTC.

Appointment

- Offers of employment are fully conditional on unblemished DBS certificate (or a risk-assessed blemished DBS certificate that meets a high standard of safeguarding) and full references, using a references proforma (that requests whether candidates would be re-employed for the same post and whether there have ever been any safeguarding concerns).

Induction

- Once appointed, a full safeguarding induction process must be put in place for all new staff, which includes rigorous monitoring in order to pick up any concerns early.
- All staff are required to sign to confirm they have received a copy of the safeguarding policy and Staff Behaviour Policy (code of conduct), and that they have read [Keeping Children Safe in Education 2022](#).
- All relevant staff (teachers, teaching assistants, other classroom-based staff, lunchtime supervisors and members of the senior leadership team) and all those who work in before or after College care for children under eight are made aware of the disqualification legislation.

Third Party Organisations

- MTC learning obtains written confirmation from supply agencies and third party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in MTC that MTC would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.
- MTC learning will ensure that any staff from third party organisations have suitable and up-to-date training in safeguarding.
- Trainees and Students on placements should be subject to the same checks as other members of staff. However, fee-funded trainee teachers' checks should be carried out by the training provider and should be judged by the provider to be suitable to work with children. MTC is not required to record details of fee-funded trainees on the Single Central Record. However, MTC requires written confirmation from the provider that these checks have been carried out and are satisfactory.

Recording

- MTC learning maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of [Keeping Children Safe in Education 2022](#) and guidance.

Ongoing training & management of concerns and allegations

- See sections above

Safer recruitment means that all **job applicants** will:

- Complete an application form that includes their employment history and explains any gaps
- Provide two referees, including the current employer, and at least one who can comment on the applicant's suitability to work with children. References should be requested by using a proforma that asks directly about whether there have ever been any safeguarding concerns raised and whether the applicant would be hired again for the same position.
- Provide evidence of identity and qualifications
- Be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role if offered employment. This will include:
 - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity;
 - an enhanced DBS check without a barred list check for all volunteers not involved in Regulated Activity but who have the opportunity of regular contact with children;
 - an enhanced DBS check for all governors (not including associate members), which will only include a barred list check for governors involved in Regulated Activity
- Provide evidence of their right to work in the UK, if offered employment

MTC learning endeavours to only employ suitable staff and allow suitable volunteers to work with children by complying with the requirements of [Keeping Children Safe in Education 2022](#) together with MTC's *Safer Recruitment and Selection* policy.

MTC learning are 'specified places' which means that most staff and volunteers will be engaged in Regulated Activity.

Volunteers

Volunteers will undergo checks commensurate with their work in MTC and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity. Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with MTC's risk assessment process and statutory guidance.

Contractors

MTC checks the identity of all contractors and their staff on arrival at MTC and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in regulated activity, barred list checks are also requested.

Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

Safer recruitment checklist

This safer recruitment checklist is designed to help employers follow a clear process when recruiting for a role. It covers the whole process including recruitment, job applications, interviewing and the post-application follow-up. This checklist is aimed at roles which involve safeguarding adults or children.

Activity	Currently in place Yes/No	Recommended action
Ensure job descriptions, person specifications and application forms are clear, use plain English where possible and reflect the requirements of the role and the organisation's commitment to safeguarding.		
If the role requires the person to work in regulated activity, include a statement in job adverts that it's a criminal offence for people who are barred from working in regulated activity to apply for roles that require them to work unsupervised with that particular group (i.e. adults at risk, children or both).		
Send candidates information about the values of the organisation and the associated expected behaviours.		
Send candidate's information on the level of criminal record check required and at what point in the recruitment process disclosure is required. This may include signposting to Nacro services for further advice and guidance.		
Identify and train all staff involved in the selection process.		
Ensure that at least two people are involved in shortlisting applications and use agreed criteria and identify any gaps.		
Develop clear interview questions and selection tools.		
Assess candidates using a range of selection methods where possible – including values-based recruitment. Probe their attitudes and values towards people who need care and support.		
Ask shortlisted candidates to complete a criminal record self-declaration stating any cautions and/or convictions appropriate for the role applied for, in-line with ROA 1974 or ROA Exceptions Order (as amended in 2013).		

Apply for the appropriate level of criminal record check after a conditional job offer has been made.		
Check the identification and right to work documents and qualifications, if relevant, of every applicant. Only accept originals.		
Take up all available references on short-listed applicants. Check for gaps and any inconsistencies between information given on the application form, and that provided by the references. Telephone to confirm reference receipt and follow up any queries.		
Carry out a risk assessment on an applicant, if concerns arise from criminal record or allegation information contained on a criminal record certificate. Store a copy of the risk assessment, which should include any recommended safeguards to minimise risk, securely together with copy of the self-declaration and the certificate in line with General Data Protection Regulation (GDPR)/ Data Protection Act (DPA) 2018 requirements.		
Make all appointments subject to a probationary period.		
Highlight safeguarding responsibilities and set clear expectations of acceptable behaviour and boundaries of their role during staff induction.		
Ensure staff have the relevant induction and training required to be safe and effective in their role (e.g. Care Certificate if applicable).		
Carry out regular one-to-one supervision meetings with staff and focus on their attitudes, values and behaviours as well as what they do.		
Ensure a culture of vigilance and have clear policies and procedures in place which explain what staff, and people who need care and support, should do if they have concerns about the behaviour of another member of staff.		
Respond quickly and appropriately to any allegations about the behaviour of a member of staff, in particular concerning behaviour towards a child or adult at risk.		

APPENDIX F: ALLEGATIONS OF ABUSE MADE AGAINST MEMBERS OF STAFF OR VOLUNTEERS

These procedures should be used in all cases in which it is alleged that a member of staff or volunteer has:

- Behaved in a way that has harmed, or may have harmed, a young person or vulnerable adult;
- Possibly committed a criminal offence against, or related to a young person or vulnerable adult; or
- Behaved towards a young person or vulnerable adult in a way that indicates he/she would pose a risk of harm.

MTC also has a duty of care to its employees and will act to manage and minimise the stress inherent in the allegations process. Support will be made available to anyone facing an allegation; such support may include access to counselling/medical advice, or, where applicable, support from a trade union representative or workplace colleague.

It is essential that any allegation of abuse made against a member of staff is dealt with very quickly, in a fair and consistent way that provides effective protection for the young person/vulnerable adult, and at the same time supports the person who is the subject of the allegation.

Receiving an Allegation from a Young Person or Vulnerable Adult

- If a member of staff receives an allegation against a member of staff, this should be reported immediately to the Designated Safeguarding Lead (DSL), unless this manager is the person against whom the allegation is made. In these circumstances, the report should be made to the Principal. In the event of the Principal being unavailable, the allegation will be reported to the Deputy Principal. The Principal will be subsequently notified of the allegation at the earliest opportunity. In the case of allegations against the Principal, the report should be made to the Chair of the Corporation.
- Due regard must be given to the statutory guidance Keeping Children Safe in Education 2022 when dealing with any allegations against staff or volunteers. The following procedures take account of that guidance accordingly.

Receiving an allegation from a member of staff

- Where a member of staff has a concern about another member of staff, the concern should be referred to the DSL. Where the concern relates to the Principal, the Chair of Governors should be informed.
- In the first instance, the DSL and Director of Human Resources will immediately discuss the allegation with the Local Authority's Designated Officer for safeguarding. The purpose of the initial discussion will be for the Designated Officer and the case manager to consider the nature, content and context of the allegation, and agree on a course of action. The Designated Officer may also ask the case manager to provide or obtain relevant additional information, such as previous history, whether the young person/vulnerable adult or their family have made similar allegations previously, and the individual's current contact with young people/vulnerable adults.
- There may be situations when the case manager will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to young people/vulnerable adults, or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager will discuss the allegations with the

Designated Officer in order to help determine whether police involvement is necessary to support the investigation process.

- The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern. In such circumstances, this decision and a justification for it will be recorded by both the case manager and the Designated Officer, and an agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager will then consider with the Designated Officer what action should follow both in respect of the individual and the person who made the initial allegation.
- The case manager will inform the member of staff about the allegation as soon as possible after consulting the Designated Officer. Wherever possible, the case manager will provide him/her with as much information as possible at that time; however, where a strategy discussion is needed, or the police or Social Care need to be involved, this will not be possible until those agencies have been consulted, and have agreed what information can be disclosed to the accused.
- The case manager will provide the employee with a named contact who will keep the employee informed of the progress of the case and consider what other support may be available to the individual.
- If there is cause to suspect a young person/vulnerable adult is suffering or is likely to suffer significant harm, a strategy discussion will be convened in accordance with the statutory guidance contained within the 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education 2020' document. Where the strategy discussion or initial evaluation decides that it is clear that an investigation by the police or Social Care is unnecessary, the Designated Officer will discuss the next steps with the case manager. In those circumstances, the options open to MTC will depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action, dismissal after proceeding to MTC's disciplinary procedure, the provision of relevant training, or, where the individual concerned is not an employee of MTC, taking the decision not to use the person's services in the future.
- If further enquiries are needed to enable a decision to be made about how to proceed, the Designated Officer will discuss with the case manager, how and by whom, any investigation will be undertaken. It is likely that in straightforward cases, any investigation would normally be undertaken in line with MTC's Disciplinary Policy.

Suspension

- The case manager must give careful consideration to whether the circumstances of the case warrant the member of staff being suspended from contact with young people/vulnerable adults, or whether alternative arrangements can be put in place until the allegation or concern is resolved. Suspension will not be an automatic response when an allegation is reported; all options to avoid suspension will be considered prior to taking that step. Suspension should be considered only in cases where there is cause to suspect a young person/vulnerable adult, or other young people/vulnerable adults at MTC, is/are at risk of harm, or the case is so serious that it might be grounds for dismissal.
- If immediate suspension is considered necessary, the rationale and justification for such a course of action will be agreed upon and recorded by the case manager. This will also include what alternatives to suspension were considered, and why they were rejected.
- Where it has been deemed appropriate to suspend the individual, written confirmation of this decision will be issued within one working day and will give as much detail as appropriate for the reasons for the suspension. The individual will also

be informed who their named contact is within the organisation and be provided with their contact details.

Confidentiality

- It is extremely important that when an allegation is made, every effort is made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The case manager will take advice from the Designated Officer, police and Social Care services (if applicable), to agree on the most appropriate way in which to manage the situation.
- Parents/carers of the young person/vulnerable adult (without mental capacity) involved in the safeguarding issue, will be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or Social Care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed on what information can be disclosed to the parents/carers.
- Parents/carers will also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. Although the deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, the parents/carers will be told the outcome in confidence.
- Parents/carers should also be made aware of the requirement to maintain confidentiality about any allegations made against individuals while investigations are ongoing.

Disciplinary Action

- MTC shall hold in abeyance its own internal enquiries while any formal police or Social Care investigations proceed; to do otherwise may prejudice the investigation.
- At the point at which criminal/Social Care proceedings have been completed, or where, after consideration of the allegation such proceedings are not deemed necessary, MTC will instigate disciplinary proceedings where appropriate. If there are ongoing safeguarding concerns whilst managing the allegation through MTC's internal processes, the case manager will discuss these with the Designated Officer.
- Where MTC does proceed to disciplinary action as a result of a safeguarding concern, the statutory guidance 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education 2022' will be followed in respect of timescales and inter-agency sharing of information where appropriate and will take precedence over MTC's internal disciplinary processes.
- Where the police have been involved, wherever possible the case manager will ask the police to obtain consent from the individuals involved to share their statements or and evidence for use in MTC's disciplinary process. This will be done as the police investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.
- If the accused member of staff resigns or ceases to provide their services, this will not prevent an allegation from being followed up in accordance with the statutory guidance. MTC will make every effort to reach a conclusion in all cases of allegations relating to the safety or welfare of young people or vulnerable adults, including any in which the person concerned refuses to co-operate with the process. Wherever possible the accused will be given a full opportunity to answer the allegation and make representations about it.

- However, the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated on the basis of all the information available, will continue even if that cannot be done, or the accused does not co-operate. Whilst it may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, it is nevertheless important to reach and record a conclusion.

Timescales

- It is in everyone's interest to resolve cases as quickly as possible, consistent with a fair and thorough investigation. The statutory guidance Keeping Children Safe in Education 2022 outlines clear expectations in relation to timescales for the resolution of cases of allegations against staff, which will take precedence over any timescales outlined in MTC's internal disciplinary procedure.

Specific Actions

- Following a criminal investigation or a prosecution, the police will inform the case manager and Designated Officer immediately when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after the person has been charged.
- In those circumstances, the Designated Officer will discuss with the case manager whether any further action, including disciplinary action, is appropriate and, if so, how to proceed. The information provided by the police and/or Social Care services should inform that decision. The options will depend on the circumstances of the case and consideration will need to take into account the result of the police investigation or the trial, as well as the different standard of proof required in disciplinary and criminal proceedings.

On conclusion of a case

- If the allegation is substantiated and the individual is dismissed following a disciplinary hearing, or MTC ceases to use the individual's services, or the individual resigns or otherwise ceases to provide his/her services, the Designated Officer will discuss with the case manager whether MTC needs to make a referral to the Disclosure and Barring Service (DBS), for consideration of whether inclusion on the barred lists is required.
- If an allegation is shown to be deliberately invented or malicious, the case manager should consider whether any disciplinary action is appropriate against the individual who made it, or whether the police should be asked to consider if action might be appropriate against the person responsible.

Effectiveness and Monitoring

- At the conclusion of a case in which an allegation is substantiated, the Designated Officer will review the circumstances of the case with the case manager and other colleagues as appropriate to determine whether there are any improvements to be made to MTC's procedures or practice to help prevent similar events in the future, including staff training. This should include issues arising from the decision to suspend the member of staff if applicable, the duration of the suspension and whether or not suspension was justified.

- The Designated Officer and case manager should also consider how future investigations of a similar nature could be carried out without suspending the individual.

Record Keeping

- Details of allegations that are found to have been malicious will not be kept on an individual's personnel file. However, for all other allegations, a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, will be kept on the personnel file of the staff member concerned, and a copy provided to the person concerned.
- The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will also provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and will help to prevent unnecessary re-investigation if an allegation re-surfaces after a period of time.
- The record should be retained at least until the member of staff concerned has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Appendix 8: Useful Contacts in Waltham Forest

<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>Phone: 020 8496 2310 Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm Out of Hours: 020 8496 3000 Email: MASHrequests@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>LADO Team</p> <p>Allegations against staff and volunteers (ASV)</p>	<p>Phone: 020 8496 3646 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>Safeguarding in Education Team</p> <p>Consultations / Training / Support (traded service)</p>	<p>Phone: 020 8496 3646 Email: safeguardingineducation@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 phone response within 24 hours during normal business hours</p>
<p>Early Help</p>	<p>Phone: 020 8496 1517 Email: earlyhelp@walthamforest.gov.uk</p>
<p>Virtual School</p>	<p>Phone: 020 8496 1741 Email: virtual.school@walthamforest.gov.uk Head of Virtual School: fay.blyth@walthamforest.gov.uk</p>
<p>Special Educational Needs & Disability (SEND) Service [formerly known as Disability Enablement Service (DES)]</p>	<p>Phone: 020 8496 6503 Email: senteam@walthamforest.gov.uk</p>
<p>Local Safeguarding Children Board (LSCB) Local Safeguarding Partners (LSPs)</p>	<p>Email: strategicpartnerships@walthamforest.gov.uk</p>
<p>Child Death Overview Panel (CDOP) notifications</p>	<p>Phone: 020 8496 3691 Email: CDOP@walthamforest.gov.uk</p>
<p>Female Genital Mutilation (FGM) Community Safety</p>	<p>Refer via MASH. Phone: 020 8496 3281 Email: sylvie.lovell@walthamforest.gov.uk</p>
<p>Prevent Community Safety</p>	<p>Refer via MASH. Phone: 020 8496 3000 Mob: 07816150037 Email: PREVENT@walthamforest.gov.uk</p>

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

WALTHAM FOREST SAFEGUARDING AND PREVENT TEAM

if you need to report or get support for safeguarding concerns, domestic abuse, violence, exploitation, violent extremist grooming/radicalisation (Prevent) or anti-social behaviour please consider the links below.

Safeguarding Children

Telephone: 0208 496 2310 (Monday- Thursday 9am-5:15pm and Friday 9am-5pm)

0208 496 3000 for out of hours

Email: MASHrequests@walthamforest.gov.uk

Webpage: <https://www.walthamforest.gov.uk/content/worried-about-child-0>

For outside office hours, please contact the Emergency Duty Team on **0208 496 3000**.

Safeguarding Adults

Telephone: 0208 496 3000

Email: WFDLiaison@walthamforest.gov.uk

Webpage: <https://www.walthamforest.gov.uk/content/what-do-if-you-are-worried-about-vulnerable-adult>

Anti- Social Behaviour

If you would like to report an Anti-Social Behaviour Incident, please visit the following

webpage: <https://www.walthamforest.gov.uk/content/report-anti-social-behaviour-asb>

Domestic Abuse

Domestic abuse helpline (24/7): 0808 2000 247

Webpage: <https://www.walthamforest.gov.uk/content/violence-against-women-and-girls-vawg>

If you wish to contact our IDVA service Solace Women's Aid please call: 07340 683382 or to make a referral please send an email to: walthamforestIDSVAservice@solacewomensaid.org.cjism.net

Men's Advice Line (Male survivors) 0808 801 0327, or Galop (LGBTQ+ survivors) 0300 999 5428 or in an emergency

If you wish to make a referral to the Waltham Forest Multi Agency Risk Assessment Conference (MARAC), please email DRM@walthamforest.gov.uk

East London Rape Crisis Service can be contacted for emotional and practical support, signposting and onward referral into appropriate support services.

Helpline: 0800 160 1036

Violent Extremist Grooming/Radicalisation (Prevent)

LBWF Prevent Inbox: Prevent@walthamforest.gov.uk

Council webpage: <https://www.walthamforest.gov.uk/neighbourhoods/crime-and-community-safety/community-safety/prevent/prevent-programme>

Metropolitan Police Anti-Terrorism Hotline: You can report suspicious activity or behaviour in strictest confidence by calling the Anti-Terror Hotline on 0800 789 321