



WALTHAMSTOW HALL
SEVENOAKS

Safeguarding Child Protection Policy

Status:	Statutory
Review cycle:	Annual
SLT Owner:	Headmistress
Governing Committee:	Risk, Compliance and Wellbeing
Held on website:	Yes

Walthamstow Hall policies are approved, ratified and reviewed regularly by the Governing Body in the light of statutory requirements. Safeguarding policies are reviewed at least annually.

Reviewed: September 2024
Next Review Date: June 2025

A handwritten signature in black ink, appearing to read 'Jaine Adams', is written over a light grey rectangular background.

Signed:
Date: September 2024

Mrs J Adams
Chairman of the Governing Body

SAFEGUARDING (CHILD PROTECTION) POLICY

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Section I

Overview

Version	This Policy was last reviewed and updated in:
	September 2024
Application	This Policy applies to:
	All members of teaching and non-teaching staff, including visiting Music teachers (VMTs) and sports coaches, Governors, ancillary staff and volunteers in regulated activity.
	The whole School, including Early Years Foundation Stage
Purpose	The purpose of this Policy is to:
	Promote a child centred and coordinated approach to safeguarding.
	Establish the School's procedures for dealing with concerns about child welfare.
	Detail the School's procedures for handling allegations of abuse against adults within the School community.
	Provide relevant contact information and make it easy to access.
Principles	This Policy is guided by the following principles:
	The safety and well-being of all our pupils at Walthamstow Hall are our highest priority.
	Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety.
	We expect that respect, good manners and fair play are shown by everyone so that every pupil can develop their full potential and feel positive about themselves as an individual. All pupils should care for and support each other.
	The School has a zero-tolerance approach to abuse. It should never be tolerated or passed off as 'banter' or 'just having a laugh' or 'part of growing up'.
	The School and all of its staff must maintain the attitude that ' it could happen here ' where safeguarding is concerned.

Responsibility Who is responsible for safeguarding?

Safeguarding and promoting the welfare of children is **everyone's responsibility**.

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. No single individual can have a full picture of a child's needs and circumstances.

All staff should ensure their approach to safeguarding is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

All staff are responsible for identifying concerns, sharing information and taking prompt action.

However, the School also has a team dedicated to overseeing and ensuring we are meeting our responsibilities. **Details of the Safeguarding Team and their individual responsibilities can be found at Appendix I.**

Statutory Guidance This Policy is intended to conform to the requirements of:

'Keeping Children Safe in Education,' (KCSIE 2024), as amended and updated.

Working Together to Safeguard Children (DfE)(December 2023)

Prevent Duty Guidance (DfE)(in force, 31 December 2023)

Relationships Education, relationships, and sex education (RSE) and health education (DfE)(September 2021)

Children Missing Education (DfE)(August 2024)

The Charity Commission guidance Safeguarding and protecting people for charities and trustees (June 2022)

In the event of conflict between this Policy and KCSIE 2024, the provisions of KCSIE 2024 will prevail.

Related Policies This Policy is supported by other policies which, together, establish the School's safeguarding framework. This Policy should therefore be read in conjunction with:

The policies listed at [Appendix 4](#)

Section 2

Expectations of Staff

All Staff – General	Each and every member of staff is expected and required to:
KCSIE 2024	<p>Read at least Part One of KCSIE 2024. A copy of Part One and Annex B, as amended and updated, will be provided to each member of staff:</p> <ul style="list-style-type: none">• Prior to the commencement of employment, as part of the School’s induction process; and• Annually, at the start of each academic year. <p>Confirm they have read Part One within five working days of receiving the latest copy provided by the School.</p>
Culture	<p>Familiarise themselves with the content of this Policy and take responsibility for ensuring its requirements are met.</p> <p>Embrace and promote a culture of safeguarding and child protection within School. This means leading by example, complying with this Policy (and related policies), and reporting any behaviour (including self-reporting) which falls short of the standards set.</p> <p>Act on any concern they may have about the welfare of a child in the School. This includes using CPOMS or hard copy of the Green Form to record an incident and report any concerns in accordance with Section 4 of this Policy.</p>
All Staff – Specifics	Each and every member of staff should:
Identifying signs of abuse	<p>Be able to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. Appendix 3 provides a non-exhaustive list of signs that all staff should be alive to and looking out for.</p> <p>Wherever possible, seek advice from the Designated Safeguarding Lead (or deputy) before taking action in relation to a concern.</p> <p>Be aware that children may not feel ready or know how to tell someone they are being abused, exploited, or neglected and/or may not recognise their experiences as harmful.</p> <p>Be aware that technology is a significant component in many safeguarding and wellbeing issues and recognise that children are at risk of abuse and other risks online as well as face to face.</p>
Information sharing	<p>Be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.</p> <p>Not assume a colleague or another professional will take action or share information that might be critical in keeping children safe.</p>

Be aware of the seven golden rules of sharing information: (1) necessary, (2) proportionate, (3) relevant, (4) adequate, (5) accurate, (6) timely and (7) secure.

Child-on-child abuse

Be aware safeguarding issues can manifest themselves via child-on-child abuse.

Be aware that pupils with SEND and/or LGBT+ children are at greater risk of child-on-child abuse.

Follow the School's Anti-Bullying Policy in cases of child-on-child on abuse.

Low level concerns

Be conscious of any sense of unease or 'nagging doubts' that an adult may be acting inappropriately (whether with intent or otherwise).

Not ignore low level concerns but share them with the DSL. These will be recorded in line with the Low-Level Concerns Policy.

Reassurance

Reassure potential victims of child abuse that they are being taken seriously and that they will be supported and kept safe.

Never give a potential victim of child abuse the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

Never make a potential victim of child abuse feel ashamed for making a report.

Confidentiality

Never promise a potential victim of child abuse that their allegation or disclosure will remain confidential between them, as this may ultimately not be in the best interests of the child.

Early Help

Be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Be particularly alert to the potential need for early help for a child who:

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

Further information about Early Help can be found at:

<http://www.kelsi.org.uk/special-education-needs/early-help-and-preventative-services/early-help-contacts>

Prevent

Understand the School's duty under the Counter Terrorism and Security Act 2015 to have due regard for the need to prevent people from being drawn into terrorism.

Be alert to changes in children's behaviour which could indicate the possibility of radicalisation.

Never invite into School any external speaker who may hold extreme views.

Reporting

Be aware of the importance of diligently and accurately recording incidents of concern using the School's prescribed processes. Records should include:

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

Follow the School's prescribed recording and reporting procedures, even where a potential victim has not made a direct report themselves. The School's 'Green Form' should be completed as an incident in CPOMS and flagged as Safeguarding; hard copies are available at both the Senior and Junior School in the staff room, School Office and from the Bursary. Low level concerns regarding a member of staff should be reported to the DSL. This will be logged using CPOMS StaffSafe.

Be aware that how the School responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward.

Be aware of the process for making referrals to local authority children's social care and the role they might be expected to play in any statutory assessments.

Use the flow-chart at [Appendix 11](#) to help guide their decision making when needing to take action in relation to a concern.

Section 3

School Undertakings

Safeguarding culture To meet its responsibilities and promote a culture of safeguarding within the School, the School will:

KCSIE 2024 Provide a copy of Part One and Annex A of KCSIE 2024 (**Part One**), as amended and updated from time to time, to each member of staff prior to the commencement of their employment, as part of the School's induction process; and annually, at the start of each academic year.

At least once annually, require confirmation from each member of staff that Part One has been read and understood and is committed to complying its content.

Policy Review this Policy at least once annually to ensure that it conforms with the latest version of 'Keeping Children Safe In Education' and/or any other statutory guidance issued. The Policy must then be reviewed and approved by the Governing Body.

At least once annually, provide a copy of this Policy, as updated and amended from time to time, to each member of staff.

At least once annually, require confirmation from each member of staff that this Policy has been read and understood and is committed to complying with its content.

Maintain as a minimum:

- a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- a staff behaviour policy / code of conduct, which (to the extent not already covered by this policy or a specific separate policy), will include low-level concerns, allegations against staff and whistleblowing, acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications, including social media;
- appropriate safeguarding arrangements to respond to children who go missing from education.

Governor Oversight Maintain oversight of the School's safeguarding arrangements by facilitating regular site visits for the Nominated Safeguarding Governor and other members of the Governing Body.

Ensure the Nominated Safeguarding Governor (or other selected member of the Governing Body) is able to meet independently with members of staff and pupils across the School, to inspect the School's Single Central Register (SCR), and to discuss policies and procedures, or other areas of interest to the visiting Governor. Such visits are expected to occur with a minimum frequency of once per term.

Liaise closely with the Governing Body and in particular the Nominated Safeguarding Governor and Chair of Governors to ensure the culture of safeguarding is being promoted and maintained. This will include regular reviews comprising as a minimum:

- Meetings with key personnel.
- A summary of the training.
- Report summary from CPOMS and CPOMS StaffSafe
- A formal review of this and associated policies.
- A discussion of how the policies are applied.
- An indication of the number and general nature of any incidents reported.
- Rigorous and detailed questioning.

Where appropriate in serious cases and whilst maintaining confidentiality wherever possible, discuss specific concerns relating to individual pupils with the Nominated Safeguarding Governor and Chairman of Governors.

Safeguarding Team

Maintain a safeguarding team with the roles, responsibilities and reporting lines set out in [Appendix I](#).

Safer Recruitment

Follow the Government's guidance for the safer recruitment and employment of staff who work with children

Regularly review its policies on safer recruitment. The Staff Recruitment Policy and Procedures is published on the School's website.

Ensure that all staff, Governors, volunteer helpers, contractors working regularly during term time and adult members of the families of members of staff who live on site are vetted, including carrying out an Enhanced DBS check as a minimum.

Carry out a check on all teaching staff to ensure they are not prohibited from teaching pursuant to a Prohibition Order.

Where appropriate, make full reports to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency.

Where appropriate, undertake online searches as part of the School's due diligence on shortlisted candidates.

Training

Ensure the Designated Safeguarding Lead and the Deputy DSLs receive updated multi-agency training, safeguarding training at least every two years. This includes any Workshop to Raise Awareness of Prevent (WRAP) training organised by the local authority.

Ensure the Governing Body, and in particular, the Nominated Safeguarding Governor, will receive regular safeguarding training.

Ensure that all members of staff (including teaching and non-teaching staff and Governors) receive safeguarding training regularly in line with advice from the local multi-agency safeguarding arrangements.

Require all staff, including temporary and voluntary staff, to attend an annual safeguarding update at the Autumn Term INSET, delivered either by an external provider, or the DSL. Further updates may be disseminated during the year as appropriate.

Require all new staff to receive induction training in child protection on joining the School. Further details can be found in the Policy on Induction of New Staff, and Volunteers in Child Protection.

Ensure an appropriate schedule, level and focus of training in consultation with the local multi-agency safeguarding arrangements. This includes online safety, child sexual exploitation (CSE), criminal exploitation of children (CCE), female genital mutilation (FGM), radicalisation, cyber-bullying and mental health.

Pupil Joiners and Leavers

As soon as a pupil is offered a place at the School send a letter to their feeder school requesting any information on any Child Protection issues surrounding that child. In the event the School is made aware of any issues, these will be recorded CPOMS.

Make appropriate individual teachers aware of any children on CPOMS at the start of each academic year, or within the year as concerns arise.

Ensure individual teachers are aware of the confidentiality of information provided on CPOMS and that it should only be shared on a 'need to know' basis.

If a child leaves the School, the school to which they are transferring is contacted and any safeguarding information passed to their DSL.

Curriculum

Take appropriate steps to ensure that all pupils know there are adults to whom they can turn to if they are worried, including the School Medical Staff.

Ensure pupils have details of where to access confidential advice, including help-lines and web addresses for external specialists such as Child Line, Kidscape and the Samaritans on Firefly and information boards around the School site. The Follow-Me Print card introduced in September 2023 also has Safeguarding advice and information on the reverse for pupils.

Deliver leadership training and peer mentoring training to prefects, House Captains and older pupils specifically covering the importance of offering support and assistance to younger and to vulnerable pupils.

Online Safety

Safeguard pupils against potentially harmful and inappropriate online material, having regard for the "4Cs": Content, Contact, Conduct and Commerce.

Ensure there is an age-appropriate curriculum which encourages pupils to think about and develop ways to reduce safeguarding risks, including the safe use of electronic equipment and the internet, as well as an understanding of the risks of bullying, grooming, abuse or radicalisation (via the internet or social media) by adults or young people. The curriculum will be run primarily via the School's PSHEE programme

In teaching an age-appropriate curriculum make use of internet safety sites such as The UK Safer Internet Centre (<https://saferinternet.org.uk/>) and CEOP's Education Programme (<https://www.thinkuknow.co.uk/>) website.

Implement a whole-School approach to online safety, ensure online safety is a running and interrelated theme of school life and school curriculum.

Ensure the School has appropriate filtering and monitoring systems in place to minimise the risks posed by the online environment and to regularly review the effectiveness of such systems.

Low Level Concerns

Ensure that all staff are aware of the Low Level Concerns Policy and procedures. See Appendix 3 for further details of a low level concern.

Require incidents are dealt with in the strictest confidence and recorded in CPOMS StaffSafe.

Prevent Duty	<p>Comply with its duty under the Counter-Terrorism and Security Act 2015 to prevent people from being radicalised and drawn into terrorism.</p> <p>Undertake regular risk assessments of the possibility of radicalisation arising within the School setting and liaise with the LCSB for its assessment of general risk levels in the area</p> <p>The present risk assessment is: Low.</p>
Parents	<p>Endeavour to foster an open relationship with parents with regards to safeguarding matters so that they feel able to take up issues or worries with the School.</p> <p>Maintain open communication with parents in recognition of the essential role that parents and carers can play in identifying and preventing child abuse.</p> <p>In communications with parents and carers, reinforce the importance of pupils being safe online, explain the systems the School uses to filter and monitor online use, inform what their children are being asked to do online (including the sites they will be asked to access) and be clear who from the School their child is going to be interacting with online.</p>
Letting School Facilities	<p>When letting School facilities to outside organisations the Bursar checks that appropriate arrangements are in place to keep children safe by seeking assurances as a condition of use and occupation that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed).</p>
Whistleblowing	<p>Maintain systems which allow for concerns within the School environment to be raised confidentially but which also has recourse to an external party outside the management structure of the School.</p> <p>Maintain a dedicated whistleblowing policy. The School's Whistleblowing Policy can be found on the School's website.</p>
Data Protection	<p>Follow UK GDPR principles and the Data Protection Act 2018 when dealing with safeguarding concerns which allow the School to share (and withhold) personal information pertinent to any safeguarding case.</p> <p>Retain confidential records of referral information and feedback from external agencies involved with individual child protection cases. This information is kept secure, is accessible only by the Headmistress and Designated Safeguarding Lead (if different) and is kept separate from other School records. Records will be stored in CPOMS and only accessible by the DSL team using two factor authentication.</p>
Specialist Settings	<p>Require that where pupils have one-to-one sessions with a member of staff (for example in Music, Drama or Learning Support), they must be in a room with a vision panel in the door or in an open-door setting.</p>
Missing Pupils	<p>Maintain a Missing Pupil Policy which details the procedural steps to be taken in the event of a pupil at the School going missing, as well as when a child goes missing when under the School's responsibility.</p>
LGBT	<p>Ensure that pupils who are lesbian, gay, bi or trans (LGBT) or may be perceived by other pupils as LGBT (whether or not they are) have a trusted adult within the School with whom they can be open.</p>

Section 4

School Procedures for Dealing with Safeguarding Concerns

Allegations against staff member **On receipt of allegations of abuse against any member of staff (except the Headmistress / DSL) the following procedure applies:**

Step 1 **Reporting the allegation**

Any allegation against a member of staff should be reported to the DSL or Deputy DSL.

In the event the allegation is not made directly to the DSL, the DSL should be informed immediately.

If the allegation involves the DSL, the Chairman of Governors or the Nominated Safeguarding Governor, should be informed.

Step 2 **Initial Response**

Establish the facts. Guidance can be found in Appendix 8

The School's priority is to safeguard the young people in its care. It will give all possible support to a pupil who may have been abused or is involved in an abuse allegation case.

The DSL will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, and following the local multi-agency safeguarding arrangements to identify the appropriate strategies.

Step 3 **Involving the LADO**

Refer the matter to the LADO(s) for initial discussion and guidance. Contact details of the LADO are set out in Appendix 2.

Step 4 **Notifying the alleged abuser**

Following consultation with the LADO, inform the member of staff concerned honestly of the allegation that has been made and advise them – if that is the advice of the LADO – to contact their trade union or professional association for advice and support.

The School will make every effort to manage and minimise stress and maintain confidentiality including guarding against unwanted publicity whilst an allegation is being considered or investigated.

Step 5 **Notifying the victim's family**

Inform the child's parents in confidence, asking them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case Social Services will be contacted before making contact with the parents.

Step 6 **Suspension**

Consider whether to suspend the member of staff concerned. A member of staff should be suspended only if there is a risk of serious harm; it is not the default position.

Interview a member of staff before suspending them. Keep an open mind.

In consultation with the LADO, consider whether an alternative to suspension might be appropriate, such as: allowing the staff member leave of absence, or assigning them non-contact duties.

If the decision is taken to suspend, the staff member should be given reasons and the name of someone to contact at the School.

Step 7

Investigations

Following discussions with the LADO and/or the police, the School will conduct such investigations as it deems necessary and appropriate in the circumstances.

The School recognises that everyone's interests are served by completing any investigation with expedience. The School will endeavour to conclude its investigations as quickly as possible. However, the timing may depend on the nature and scope of the investigation and which external agencies are involved.

The School will keep any suspended member of staff informed of progress of the investigation as appropriate.

Step 8

Investigation Outcomes

An investigation into allegations of child abuse may lead to one of more of the following potential findings (in respect of each allegation):

- **Substantiated** This means there is sufficient evidence to prove the allegation.
- **Malicious** This means there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False** This means there is sufficient evidence to disprove the allegation.
- **Unsubstantiated** This means there is insufficient evidence to either prove or disprove the allegation. The term does not imply guilt or innocence.
- **Unfounded** This means there is no evidence or proper basis which supports the allegation being made

Step 9

What happens once an outcome is known?

Sanctions

Following the conclusion of an investigation, the School will determine whether disciplinary action is required and/or what sanction, if any, is appropriate.

Reports

The School has a duty to consider reporting conduct to the DBS and Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate.

School will always report an individual promptly to the DBS where there is a risk the individual may harm or has caused harm to children. Once a referral is made to the DBS, it will share information with the TRA.

Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to whether a report should nevertheless be made to TRA.

Records

Unless the outcome is that allegations were made maliciously, a record of all allegations of abuse and the actions taken must be kept on the individual's personnel file. A copy will be given to the individual and they should be told that the record will be retained until they reach statutory retirement age, or for 10 years, if that is longer.

Details of allegations found to have been malicious will be removed from the permanent records.

References

Only substantiated allegations would be referred to in references.

Allegations against the Headmistress **On receipt of allegations of abuse against the Headmistress the following procedure applies:**

The Chairman of the Governing Body should be told at once by the Deputy DSL of any allegation involving the Headmistress (without informing the Headmistress).

The Chairman of the Governing Body will contact the relevant Social Services Officer within 24 hours and will obtain legal advice.

Following receipt of legal advice, it is expected that the School will follow Steps 2 to 9 above.

The Headmistress should normally be suspended for the duration of the investigation and the Deputy Head will be made Acting Head until the conclusion of the investigation and resolution of the issue.

On conclusion of a case, the School will make a referral to the DBS/TRA as appropriate and review the case in order to identify lessons.

Potential scenarios arising in connection with allegations

Non Pupil Allegations

What happens in the event the School receives allegations of abuse from a child who is not a pupil at the School?

If the School was given information that suggested that a member of staff was abusing a child who was not a pupil at Walthamstow Hall, the School would immediately refer the matter to the LADO(s). Subsequent actions would be dependent on the advice the School receives.

Resignation of staff member

If the member of staff against whom an allegation has been made resigns before an investigation is completed:

It is the School's policy to complete every investigation into allegations of child abuse.

The resignation of a member of staff or volunteer mid-way through an investigation should not lead to the investigation being abandoned.

A referral to the DBS will be made if the harm test is satisfied and the individual has harmed or poses a risk of harm to a child or vulnerable adult.

If allegations are founded and the individual is a member of the teaching staff a report will be passed to the TRA to consider prohibiting the individual from teaching.

No Guilt Outcomes

How to handle Unfounded, Malicious or Unsubstantiated Allegations

The Child

A child who has been at the centre of unfounded, malicious or unsubstantiated allegations of abuse needs professional help in dealing with the aftermath. The School will liaise closely with the Local Safeguarding Children Board to set up a professional programme that best meets their needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School medical staff. The School would be mindful of the possibility that the allegations of abuse could be an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, as a School we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is the child's best interests to move to another school. We would do our utmost to help them achieve as smooth a transition as possible, working closely with the parents or guardians.

Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun them on the assumption there is "no smoke without fire". If issues of professional competency have been involved, and – though the member of staff may have been acquitted of child abuse – disciplinary issues have been raised, the School would recognise that they are likely to need both professional and emotional help. In such circumstances we would consider arranging a programme, together with professional counselling outside the School community. A short sabbatical or period of re-training might be appropriate.

The DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the School will also consider whether any disciplinary action is appropriate against the individual who made it.

Section 5

Appendix I

The Safeguarding Team

Role	Contact	Summary of Responsibilities
The Designated Safeguarding Lead (DSL):	Miss Louise Chamberlain 01732 468702 headmistress@whall.school	Raising awareness of this Policy; investigating and dealing with child protection concerns; co-ordinating safeguarding actions within the School; liaising with local multi-agency safeguarding arrangements for West Kent and Social Services; implementation of Prevent Duty; reporting on child protection issues to the Governing Body. See Job Description at Appendix 5
Deputy DSL Senior School:	Mr Nicholas Castell	Assumes DSL responsibilities in the absence of DSL.
Deputy DSL Senior School:	Mrs Katie Franzen	Assumes DSL responsibilities in the absence of DSL.
Deputy DSL Junior School:	Mrs Nicky Armitage	Reporting any child protection concerns in the Junior School and the Early Years Foundation Stage to the DSL.
Deputy DSL on duty during Holiday Club:	Mrs Gill Palmer	Reporting any child protection concerns arising during Holiday Club to the DSL.
Nominated Safeguarding Governor:	Mr James Froud JFroud@walthamstow-hall.co.uk	Liaising with DSL to ensure consistency with government guidance and local procedures through the local multi-agency safeguarding arrangements. See Job Description at Appendix 6
Chairman of Governors	Mrs Jayne Adams 020 3926 9900 chairofgovernors@whall.school	Ensuring the Governing Body reviews safeguarding policies and procedures; maintaining safeguarding and child protection matters as a standing agenda item for all Governor Body meetings; holding DSL to account.

Appendix 2

Key Contact Details

School staff

Ms Louise Chamberlain	DSL	01732 468702 headmistress@whall.school
Mr Nicholas Castell	Deputy DSL (Senior School)	01732 451334
Mrs Katie Franzen	Deputy DSL (Senior School)	01732 451334
Mrs Nicky Armitage	Deputy DSL (Junior School)	01732 453815
Mrs Gill Palmer	Deputy DSL (Holiday Club)	01732 453815
Out of Hours	Out of Hours	07948 508990

Governors

Mrs Jayne Adams	Chairman of Governors	020 3926 9900 or chairofgovernors@whall.school
Mr James Froud	Nominated Safeguarding Governor	JFroud@walthamstow-hall.co.uk

External Agencies

Local Authority Designated Officer (LADO) and team	Allegations against people who work with children	03000 41 08 88 kentchildrenslado@kent.gov.uk
Integrated Front Door - Central Referral Unit	Child in immediate danger (Out of office hours)	03000 41 11 11 03000 41 91 91
Local Safeguarding contact	Serious cases of abuse between pupils	03000 41 24 45
UK Safer Internet Centre	Available support when abuse includes an on-line element	03443 81 47 72 helpline@saferinternet.org.uk
Police	Child at risk of imminent harm	999

NSPPCC

Childline

0800 1111

help@nspcc.org.uk

0800 136663

help@nspcc.org.uk

0800 028 0285

help@nspcc.org.uk

Report Abuse in
Education Advice Line
Whistleblowing advice line

Disclosure and Baring Service

03000 200190

customerservices@dbs.gov.uk

Teaching Regulation Agency

0207 593 5393

Misconduct.teacher@education.gov.uk

Appendix 3

Identifying Child Abuse

Child Abuse **Child abuse is the maltreatment of a child and may come in many different forms. It is important to be aware that:**

Abuse, exploitation and safeguarding issues are rarely stand-alone events and may occur outside their families.

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

A child may be abused by an adult or adults or another child or children.

Abuse can be physical, emotional, sexual or the result of neglect.

Radicalisation is capable of amounting to child abuse.

Child sexual exploitation (CSE) is child abuse.

Female genital mutilation (FGM) is child abuse.

Behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Whilst this is a girls' school, allegations may come in from outside the School regarding boys or siblings in the family setting.

Indicative Signs **The following signs and behaviours may indicate that a child is 'in need' or 'at risk':**

Repeated minor injuries.

Children who are dirty, smelly, poorly clothed or who appear underfed.

Children who have lingering illnesses which are not attended to, whose School work deteriorates, or behave significantly differently, or display aggressive behaviour, or have severe tantrums.

An air of 'detachment' or 'don't care' attitude.

Overly compliant behaviour.

A 'watchful attitude'.

Sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age) frequent open masturbation, aggressive and inappropriate sex play.

A child who is reluctant to go home, or is kept away from School for no apparent reason.

Does not trust adults, particularly those who are close.

Tummy pains with no medical reason.

Eating problems, including over-eating or loss of appetite.

Disturbed sleep, nightmares, bed wetting.

Running away from home.

Suicide attempts.

Self-inflicted wounds.

Reverting to younger behaviour.

Depression, withdrawal.

Relationships between child and adults which are secretive and exclude others.

Pregnancy.

Mental health problems.

Bullying including cyberbullying.

Children missing education.

Child missing from home or care.

Child on child abuse.

Child on child sexual violence and sexual harassment.

Child Sexual Exploitation (CSE).

Child Criminal Exploitation (CCE).

Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos.

Domestic violence and abuse, which may encompass a wide range of behaviours and may be a single incident or a pattern of incidents, including but not limited to psychological, physical, sexual, financial and emotional.

Drugs.

Fabricated or induced illness.

Faith abuse.

Female genital mutilation (FGM).

Forced marriage.

Gangs and youth violence.

Gender-based violence/violence against women and girls (VAWG).

Hate.

Honour-based abuse.

Mental health.

Missing children and adults strategy.

Private fostering.

Preventing radicalisation.

Relationship abuse.

Sexting.

Sexual violence and sexual harassment.

Trafficking.

Up-skirting.

SEND Pupils

Additional barriers that can exist when recognising abuse and neglect in children with special educational needs (SEN) and disabilities (D), including:

Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs.

Communication barriers and difficulties in overcoming these barriers.

Child-on-child Abuse

Safeguarding issues can manifest themselves via child-on-child abuse. Key areas of risk are:

Bullying (including cyber bullying).

Sexual violence, sexual harassment and sexting.

Children with SEN and disabilities.

Low Level Concerns

A low level concern is any concern, no matter how small – and even if it does no more than cause a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the School may have acted in a way that:

- Is inconsistent with the Staff Code of Conduct.

- Could reasonably be misinterpreted as inappropriate.
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

Appendix 4

Use of Internet, Electronic Devices, Mobile Phones and Cameras

Commitment **Walthamstow Hall is committed to the safe use of the internet and all electronic devices. To that end:**

The School makes use of up to date filtering and monitoring software to control and check for inappropriate use of technology.

The Network Manager works closely with the Deputy Head and Nominated Safeguarding Governor to ensure that the most appropriate and effective procedures are followed and that every effort is made to minimise the risk of misuse of mobile phone technology by all School staff and pupils who come into the School environment.

Related Policies **This policy should be read in conjunction with the School's:**

- BYOD Policy.
- Code of Conduct for Staff.
- E-Safety Policy for Staff and Students.
- Taking, Using, and Storing Images of Children Policy.
- Whistleblowing Policy.
- Low Level Concerns Policy.

Appendix 5

JOB DESCRIPTION FOR THE DESIGNATED SAFEGUARDING LEAD AND DEPUTY SAFEGUARDING LEADS

This job description has been drawn up with due regard to Keeping Children Safe in Education Guidance.

The DSL takes lead responsibility for safeguarding and child protection and has overall responsibility for online safety.

Any Deputies should be trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to appropriately trained Deputies, the ultimate **lead responsibility** for safeguarding remains with the DSL. This **lead responsibility** should not be delegated.

The DSL is expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who themselves make referrals to local authority children's social care.
- Refer cases to the local authority safeguarding team where there is a radicalisation concern as required.
- Support staff who make referrals to the local authority safeguarding team.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Deputy DSLs to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" (as per Part four of KCSIE 2024) and the LADO at the local authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The DSL (and Deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated annually.

All DSLs undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the School's Safeguarding Policy and procedures, especially new and part time staff.

- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses. and
- Among all staff, encourage a culture of listening to children, taking account of their wishes and feelings, and any measures the School may put in place to protect them.

Raise Awareness

- The DSL should ensure the School safeguarding policies are known, understood and used appropriately. Ensure the School's Safeguarding Policy is reviewed annually (as a minimum) and the procedures and practices are updated and reviewed regularly, and work with the Governing Body regarding this.
- Ensure the Safeguarding Policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in facilitating this.
- Link to local safeguarding arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit. Confirmation of receipt should be obtained.

Appendix 6

JOB DESCRIPTION FOR THE NOMINATED SAFEGUARDING GOVERNOR

Background

The publication *Working Together to Safeguard Children 2023* provides statutory guidance on inter-agency working to safeguard and promote the welfare of children. This guidance requires schools to have 'a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements'. Many schools choose to achieve this by nominating a Safeguarding Governor who is responsible for the oversight of safeguarding policies and procedures on behalf of the Governing Body. It should, however, be noted that this in no way alters the fact that the full Governing Body remains collectively responsible for safeguarding.

The roles and duties listed below act as an aide memoire for what it would be reasonable for a nominated safeguarding governor to undertake.

Role and Duties

The main role and duties of the Safeguarding Governor (SG) on behalf of the Governing Body (which retains overall responsibility) are to:

- Champion the promotion of well-being and safeguarding at the highest level within the School.
- Encourage other members of the Governing Body to develop their understanding of the Governing Body's responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties.
- Ensure that the Governing Body regularly reviews the Safeguarding (Child Protection) Policy and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice.
- Be familiar with the local multi-agency safeguarding arrangements and procedures relating to safeguarding and associated issues, contributing to inter-agency working.
- Contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed.
- Meet regularly with the School's Designated Safeguarding Lead in order to monitor the effectiveness of the School's SCP Policy and procedures and the implementation of these across the School. It is recommended that this is at least a termly meeting.
- Ensure that the Governing Body receives a report on the implementation of the School's SCP Policy and procedures to support the full Governing Body's review of safeguarding in the School at the Autumn Governing Body meeting (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance.
- Alert the Governing Body to any incident which the SG regards as a substantiated safeguarding incident.
- Ensure that the Designated Safeguarding Lead is part of the School's senior leadership team, and has sufficient time and resources at their disposal to carry out their duties effectively.
- Ensure that the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads receive appropriate annual training.

- Ensure that arrangements are in place for the inclusion of safeguarding training on the School's procedures in an induction programme for all people working in the School, no matter for how long, nor the status of that individual.
- Ensure Safer Recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers.
- Review the School's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis.
- Be aware of how safeguarding issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet, as well as advice on who to turn to for help, are properly addressed through the curriculum and schemes of work.
- Ensure that the Governing Body carries out regular risk assessments of factors particular to the School which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, criminal exploitation of children, female genital mutilation and cyberbullying.
- Both provide to, and seek from, the local authority and other relevant agencies information about how effectively and fully the Governing Body's duties in respect of safeguarding have been discharged, where appropriate or requested.

The identity of and contact details for the Nominated Safeguarding Governor, together with an outline of their duties, will be publicised widely within the School community to ensure that pupils, parents, staff and Governors understand the purpose and importance of the role.

Each of the Nominated Safeguarding Governor and the Chairman of the Governing Body will undertake appropriate training in accordance with any guidance issued by the Kent Safeguarding Children Board to fulfil the respective roles and responsibilities.

Appendix 7

Walthamstow Hall Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care

(See Guidance for completing this form in Appendix 8)

- 1 Name and position of staff who is the subject of allegations/complaint:
.....

- 2 Is the complaint: written or verbal? (*please delete as necessary*)

- 3 Complaint made by:

- Relationship to child:

- 4 Name of child: Age and D.O.B.

- 5 Parent's/carers name(s) and address:

-

- 6 Date of alleged incident/s

- 7 Did the child attend/were they seen on this/these dates?

- 8 Nature of complaint (*if received in writing see guidance*)

-

-

-

- 9 Other relevant information (*continue on a separate sheet if needed*):

-

- 10 Social Services contact at (Specific department, *date and time to be specified*).....

-

- 11 ISI informed at (*date and time*)

- 12 Further actions advised by Social Services Dept. as listed above and ISI :

-

-

- Your name and position:

- Signature: Date & Time:

Appendix 8

Guidance for Walthamstow Hall managers completing checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.

- Record the name and position of the member of staff against whom the allegation or complaint has been made.
- Verbal complaints should be backed up in writing by the complainant if appropriate. Some may require immediate action that does not allow time for this to happen.
- It is important to identify who made the complaint and whether it was received first hand or is a concern passed on from somebody else. If the latter is the case it is better that the information is received first hand. If a parent, carer or a member of staff at Walthamstow Hall makes a complaint against a manager, it must be passed immediately to the appropriate line manager.
- The address recorded should be the address at which the child lives with the main carer.
- If there are one or more alleged incidents, be specific as possible about dates that they are alleged to have happened.
- Check the attendance register/diary of work to see if the child was present/seen on that day and the working times of the staff member involved to see if they were working at that time. This will shed light on the likelihood of the incident having taken place.
- If you have received the complaint in writing attach it to the checklist. You can then summarise it on the form.
- Any other information should be factual. It will be helpful if you can confirm things such as the level of contact that the staff member generally has with the child and any other minor concerns that may have been raised previously. Do not attempt to investigate the complaint yourself.
- Remember that if an allegation of abuse is made against a member of our staff you must inform the DSL, who will contact the LADO for further advice.

Appendix 9

Guidance on how an adult should deal with a child in the event of an allegation of abuse

The following applies to pupils who have suffered or are likely to suffer significant harm. Where a pupil is in need of additional support from one or more agencies, an inter-agency assessment (including use of the ‘Common Assessment Framework’ and ‘Team around the Child’) should be used. In these instances, this decision would normally be taken in consultation with parents and pupil but their consent is not required when there are reasonable grounds to believe that a child is at risk of serious harm.

- Always stop and listen straight away to someone who wants to relate incidents or suspicions of abuse. Ensure privacy as much as possible.
- The child/young person should be listened to but not interviewed or asked to repeat the account.
- Except when seeking clarification, avoid questions, especially leading questions, and do not interrupt when a child is recalling significant events.
- Care should be taken not to make assumptions about what the child is saying or to make interpretations.
- All information should be noted carefully, including details such as timing, setting, who was present and what was said, in the child’s own words. The account should be obtained verbatim or as near as possible.
- The written record of allegations should be signed and dated by the person who received them as soon as practicable. If it is not possible to write things down at the time, make notes of what was said as soon as possible afterwards.
- No member of staff should promise confidentiality to a pupil who makes an allegation of abuse.
- In responding to a child who makes disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of serious harm. It should be made clear to the pupil that information will have to be passed on to ensure the protection of the child/children.
- Within that context, the child should then be assured that the matter will only be disclosed to people who need to know about it. The support needs of a child who expresses concerns about significant harm should be considered and met using resources within and/or beyond School as necessary.
- Immediately inform the DSL or the Deputy DSL (unless they are themselves accused or suspected of abuse – in this case the Chairman of the Governing Body should be contacted).
- If away from the premises, telephone the DSL or the Deputy DSL. Discuss whether any steps need to be taken to protect the person making the allegations of abuse. Certain cases will need urgent action and require immediate referral under local child protection procedures. Follow their advice about what to do next. They will set up any investigations necessary.
- Do not tell adults or other young people what you have been told.
- Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people etc. This could jeopardise any future official investigation.

- Never think that abuse is impossible or that accusations against someone who you know well and trust are bound to be wrong.

If, at any time, there is a risk of immediate serious harm to a child, a referral must be made to the integrated Front Door, Central Referral Unit or police immediately. Anybody can make a referral and it does not have to go through the DSL

Appendix 10

Additional Policies Relating to Safeguarding

Policy	Brief Explanation
The Code of Conduct for Staff	This document should clarify what is expected in terms of professional behaviour; it gives clear advice about what constitutes illegal behaviour and what might be considered as misconduct.
Taking, Using and Storing Images of Children	This document details how images may be taken and used both within the School and on-line by both members of staff and parents.
E Safety Policy for Staff and Students	This policy covers the safe use of the Internet and electronic communications technologies such as mobile phones.
Whistleblowing Policy	The whistleblowing policy which acts as a framework to allow concerns to be raised confidentially.
For Pupils on Confidentiality Issues	Gives guidance on what to do and who may be contacted if a pupil has a concern they may be suffering abuse.
Low Level Concerns Policy	Guidance on how staff should share any concerns – no matter how small – about their own or another member of staff's behaviour with the DSL or Deputy DSL.

Appendix I I

Actions where there are concerns about a child

