
Safeguarding Policy

Everyone welcome; everyone included



Named personnel with designated responsibility for Safeguarding

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Governor	Chair of Governors
2011-2012	Ms L McIntyre	Ms R. Matthews Mrs S. Riaz	Ms S Thistle	Ms M Mannion

Named personnel with designated responsibility regarding allegations against staff

Academic year	Designated Senior Manager (this would normally be the Head teacher)	Deputy Designated Senior Manager	Chair of Governors	Nominated Governor
2011-2012	Ms P Barnes	Ms L McIntyre	Ms M Mannion	Ms S Thistle

Dates the Safeguarding Policy is reviewed and dates of any safeguarding audits

Review Date	Changes made/Details of action plan	Due Date	By Whom

Contact Information

Head Teacher

Name: Prudence Barnes

Job title: Headteacher

Email address: prudence.barnes@newport.waltham.sch.uk

Emergency contact number: 07540723936

(Only to be used when absolutely necessary and will remain confidential)

Designated Safeguarding Lead Professional from January 2011:

Name: Lisa McIntyre

Job title: Deputy Headteacher

Email address: lisa.mcintyre@newport.waltham.sch.uk

Emergency contact number: 07540 723938

(Only to be used when absolutely necessary and will remain confidential)

Deputy Designated Safeguarding Lead Professional from January 2011:

Name: Rebekah Matthews
Job Title: Assistant Headteacher
Email address: rebekah.matthews@newport.waltham.sch.uk
Contact Number: 0208 539 4552 or 0208 988 9600

Name: Saira Riaz
Job title: Outreach Worker
Email address: saira.riaz@newport.waltham.sch.uk
Contact number: 0208 539 4552

Nominated Safeguarding Governor from September 2010:

Name: Ms Sarah Thistle
Email address: sarah.thistle@babcock.co.uk

Dates of Staff training and details of course title and training provider

Whole school	Designated Senior person	Deputy Designated Senior Person
Safeguarding Level 1 1.09.09 Ms P Barnes	Lisa McIntyre Children Protection Certificate Module 2 28.01.10 LBWF Safer Recruitment in education 07.02.10 Children's workforce Development Council (Online) CP Refresher Training 08.11.11	Rebekah Matthews Designated safeguarding lead professionals 17 th February 2011 LBWF Saira Riaz Designated safeguarding lead professionals 27.06.11 LBWF

HT, DHT and AHT have safer recruiting online training

INTRODUCTION

This policy is in line with the London Child Protection Procedures www.londonscb.gov.uk, "Working Together to Safeguard Children" (2010) and 'What to do if you are worried a child is being abused' (2006).

This policy applies to all adults, including volunteers, working in or on behalf of the school.

Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

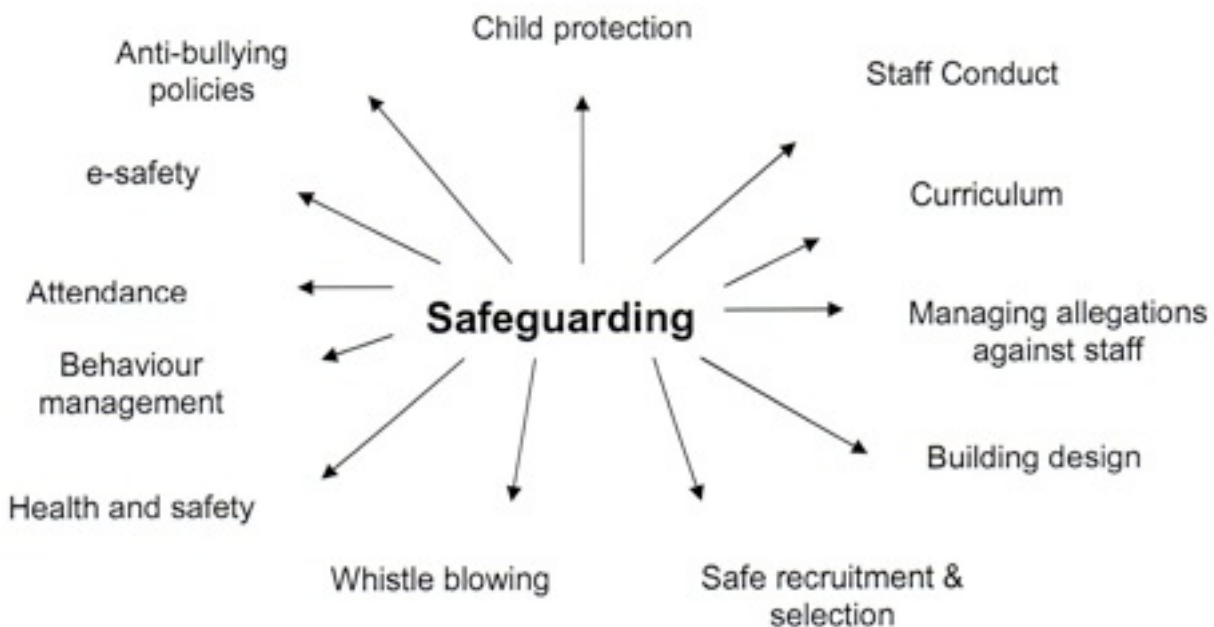
SCHOOL COMMITMENT

Newport School and Children Centre is committed to Safeguarding and Promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance.

We recognise that:

- Some children may be especially vulnerable to abuse
- Children who are abused or neglected may find it difficult to develop a sense of self worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging
- Children can be victims and perpetrators of abuse
- Children who harm others may have been abused themselves
- Allegations can be made against staff, however careful and safe our recruitment practices

This policy will be updated annually and known to everyone working in the school and the governing body. It will be available to parents on request.



There will be an annual audit of safeguarding policy and practice (carried out under section 175 of the Education Act 2002) and a review of this audit at mid-year. [An audit template is attached to this policy as Appendix 1.](#)

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection

- The school pays full regard to 'Safeguarding Children and Safer Recruitment in Education' guidance issued by the DSCF in January 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the Independent Safeguarding Authority: <http://www.isa-gov.org.uk/>

In line with statutory changes, underpinned by regulations, the following will apply:

- A CRB Enhanced Disclosure is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll and all employees are checked with the Independent Safeguarding Authority;
- This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff
- All new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate
- Our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy
- Identity checks that must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the Local Authority (LA)

Prue Barnes	(Head teacher)
Lisa McIntyre	(Deputy Headteacher)
Joan Ede	(School Business Manager)
Michele Brown	(Finance Officer)
Raihana Patel	(PA to Headteacher)
Maire Mannion	(Chair of Governors)

Have successfully completed the on-line Safer Recruitment training or other appropriate Safe Recruitment training.

Safe Practice

Our school will comply with the current Guidance for Safer Working Practice for Adults who Work with Children and Young People: <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311/> and ensure that information in this guidance regarding conduct, is known to all staff, visitors and volunteers who come into the school.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question
- discuss and/or take advice from school management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Information about safeguarding for pupils

Through PSHE and other curriculum opportunities, pupils are helped to talk about their feelings to deal with assertively with pressures and know whom they can turn to for advice and help.

All pupils know that we have a senior member of staff with responsibility for safeguarding and know who this is.

We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

Partnership with Parents and Carers

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's child protection policy is available on request.

Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Waltham Forest Safeguarding Children Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School Training and Staff Induction

The school's senior member of staff and governor with designated responsibility for safeguarding will undertake multi-agency safeguarding awareness and designated safeguarding leads training and refresh this training at two-yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training or safeguarding/child protection training to equip them to carry out their responsibilities for safeguarding effectively, which is kept up to date by refresher training at three-yearly intervals.

All staff (including temporary staff and volunteers) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction.

Support, Advice and Guidance for Staff

Staff will be supported by Lisa McIntyre, Rebekah Matthews and Saira Riaz
The DSL will be supported by Prue Barnes and Sarah Thistle

The DSL will know how to access the on-line London Child Protection Procedures.

If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Child Protection team based at Silver Birch House. This team in conjunction with the Waltham Forest Safeguarding Children's Board organise training for the DSL.

(See Appendix 2 – Key Contacts for Child Protection Issues in Waltham Forest)

Related School Policies

'Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population'.
Safeguarding Children and Safer Recruitment in Education DfES 2006

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child suicides each year. All incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the personal, social and health education (PSHE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSL will consider implementing safeguarding procedures.

E-Safety

The school recognises that its pupils will use mobile phones and computers at some time. They

are a source of fun, entertainment, communication and education. However, we know that some men, women and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to enticing children to engage in sexually harmful conversations, web cam photography or face-to-face meetings. Cyber-bullying by pupils via emails and texts will be treated as seriously as any other type of bullying and managed through our anti-bullying procedures.

The school has an e-safety policy that is known to all staff and pupils.

Photography and Images

To protect pupils we will:

- seek their consent for photographs to be taken or published (for e.g., on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

Children Missing from School and Education

The school follows the "Safeguarding Children Missing from School" section of the London Child Protection Procedures and will refer all cases of concern to the Education Welfare Officer (EWO) and Children's Social Care.

Where parents inform our school that they wish to 'home educate' their child, our school will inform the EWO who will implement the "Children Educated Otherwise than at School procedure.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

Confidentiality

The school will operate with regard to "Information Sharing: Practitioner's guide" HM Government, 2006 www.ecm.gov.uk/deliveringservices/informationsharing and have a clear and explicit confidentiality policy.

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration. "

The school policy should indicate:

- a) When information must be shared with police and Social Care where the child/young person is / may be at risk of significant harm
- b) When the pupil's and/or parent's confidentiality must not be breached
- c) That information is shared on a need to know basis

Pupil Information

The School's record-keeping policy for child welfare and child protection is consistent with DfE guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a child protection or care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be locked away and only accessible to the head teacher and senior designated person. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection. Original copies will be retained according to school policy on retention of records.

Roles and Responsibilities

Our Governing Body will ensure that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school follows the London Child Protection procedures for dealing with allegations of abuse against staff and volunteers

- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- they have a named governor lead for safeguarding;
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- a governor is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher ;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged

Our Headteacher will ensure that:

- the policies and procedures adopted by the Governing Body or Proprietor are fully implemented, and followed by all staff;
- sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [Whistle Blowing Policy \(Appendix 3\)](#);
- They have completed the on-line Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staff rooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- Appoint a deputy senior manager to deal with allegations against staff in the absence of the head teacher

Senior Member of Staff with Designated Responsibility for Child Protection will:

Referrals

- Refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- Act as a source of support, advice and expertise within the educational establishment and have access to the on-line London Child Protection Procedures;
- Liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.

Training

- Recognize how to identify signs of abuse and know when it is appropriate to make a referral;
- Have knowledge of the [Escalation Policy \(Appendix 5\)](#), the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's safeguarding policy;
- Ensure that all staff have induction training;

- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.

Raising Awareness

- Ensure the safeguarding policy is updated and reviewed annually and work with the Governing Body regarding this;
- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main pupil file.

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the designated lead of any concerns.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also

be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying 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, though it may occur alone.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate caretakers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff to follow the London Child Protection Procedures, which are consistent with 'Working Together to Safeguard Children' and 'What to do if you are worried a child is being abused'

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for safeguarding (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse about or by a child / young person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated person in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information
- Make a written record of what the child has said using the [Record Form \(Appendix 6\)](#)
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

Action by the Designated Senior Person (or other senior person in their absence)

Following any information raising concern, the senior designated person will:

- Consider the child's wishes and feelings, but not promise confidentiality
- Consider any urgent medical needs of the child
- Make an immediate referral to children's social care if there has been a disclosure an/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
- Consult with a member of the Child Protection team at Silver Birch House if they are uncertain whether or not a referral is required

In consultation with either children's social care or the Child Protection team at Silver Birch House, decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
 - Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately
 - Contact the designated officer for safeguarding in another agency if that agency is working with the family
- OR**
- Not to make a referral at this stage, but retain the information in written notes on the child's school file
 - If further monitoring is necessary and agree who and how this will be undertaken
 - If it would be appropriate to undertake an assessment (e.g. CAF) and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care for children living in Waltham Forest needs to be completed using the [Multi-agency Referral of a Child in Need form \(Appendix 7\)](#).

Action following a child protection referral

The designated senior person or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker
- Contribute to the Strategy Discussion and Strategy meeting
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference
- Share the content of this report with the parent, prior to the meeting
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need meeting for any child subject to a Child in Need Plan
- Where a child on a child protection plan moves from the school or goes missing, immediately inform the key worker in Social Care

Dealing with Disagreement and Escalation of Concerns

The designated senior person or other appropriate member of staff will:

- Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
- Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- Use the escalation policy if this does not resolve the concern

Supporting the Child and working in Partnership with Parents

- We will provide a secure, caring, supportive and protective relationship for the child
- The school recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff "need to know" personal information and what they "need to know" for the purpose of supporting and protecting the child

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. Behaved in a way that has harmed a child or may have harmed a child;
- b. Possibly committed a criminal offence against or related to a child or
- c. Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children,

We will apply the same principles as in the rest of this document and we will always follow the procedures outlined in the London Child Protection Procedures for managing allegations against people who work with children. This includes allegations against staff in their personal lives.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

Initial Response to an allegation or concern:

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind
- Make a written record of the information using the Record Form in Appendix 6, including the time, date and place of incident/s, persons present and what was said and sign and date this
- Immediately report the matter to the DSM or deputy in their absence or where the DSM is the subject of the allegation

Initial Action by the Designated Safeguarding Lead (The DSL will normally be the Head Teacher. If the DSL is the subject of the allegation, then the Chair of Governors will take the following action.

- Obtain written details of the concern or allegation but do not investigate or interview child, adult or witnesses
- Contact the LADO within 1 working day
- Discuss with the LADO next steps using the [London Child Protection Procedures Flow charts Allegations/Concerns Against Staff \(Appendix 4\)](#)
- Inform the Chair of Governors of the allegation

Subsequent Action by the Designated Senior Manager

- Conduct a disciplinary investigation, if an allegation indicates the need for this
- Contribute to the child protection process by attending strategy meetings
- Maintain contact with the LADO
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are retained on the staff member's personnel file
- Refer to the Independent Safeguarding Authority, if this outcome is agreed with the LADO

Children who harm others

Our School recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant.

Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied.

This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm to themselves.

Referrals

Where a child has caused significant harm to another child, through sexual abuse or serious physical or emotional abuse, the school will make separate referrals to children's social care of the victim(s) and perpetrator(s).

Our school will be mindful of the sections in the London Child Protection Procedures concerning "Harming Others" and "Sexually Active Children" and work closely with social care, the police and other agencies following the investigation of a referral.

Last Review Date: October 2011	Next Review Date: October 2012
--	--

Appendices

Appendix 1

Safeguarding in Schools Audit Form 2010

This audit is carried out under Section 175 of the Education Act 2002. DCSF guidance ('Safeguarding Children and Safer Recruitment in Education') requires school governing bodies to carry out an annual review of their school's policies and procedures and to provide information to the Local Authority (LA) about how the duties set out in the guidance have been discharged. This form enables you to do this.

Waltham Forest schools have made considerable progress in implementing s.175 since it came into force in 2004. For this reason, and to reflect changes in guidance and requirements since 2004, you will see that some questions are based on this legislation.

Ideally, the Chair, or Nominated Safeguarding Governor, together with the Head teacher or Designated Safeguarding Lead, should work on this audit at least twice a year - once to complete, and then half way through the year to review and agree actions for the next audit. These audits and reviews should be formally recorded within school management and governing body meetings. You can then evidence these for OFSTED.

Minimum statutory requirements are that each school should have the following in place:

- Written Safeguarding policy that has been agreed with governing body
- Named Designated Safeguarding role established (member of SMT)
- Named (Nominated Safeguarding) Governor role established
- Safeguarding procedures in place
- Training at an appropriate level for **all** staff

OFSTED Evaluation schedule for schools

The effectiveness of safeguarding procedures – grade descriptors:

1 - OUTSTANDING	The school is a leader of high-quality practice, ensuring, for example, that its procedures are constantly updated to reflect developing technologies. The school has excellent quality assurance and risk assessment systems, which are routinely informed by pupils' and parents' views, including those that have barriers to communication. There is a comprehensive awareness of safeguarding issues among the governors and staff at all levels, all of whom receive regular training on safeguarding, in particular child protection. As a result, a realistic and proportionate approach to safety and safeguarding underpins all aspects of the school's life. The school's collaborative working with other key agencies is exemplary.
------------------------	--

2 - GOOD	The school adopts recommended good practice across all areas of its work. The school's well-developed quality assurance and risk assessment systems take account of the views of pupils and parents. These are acted upon to make effective improvements to the safeguarding systems. Training of all staff, in particular child protection is of good quality. The school integrates issues about safety and safeguarding into the curriculum so that pupils have a strong understanding of how to keep themselves safe. The school is proactive in building on collaborative working with other key agencies to reduce the risk of harm to pupils.
3 - SATISFACTORY	All safeguarding regulations and duties are met and arrangements and policies for safeguarding are in line with government requirements and are systematically reviewed. All staff have been suitably trained and have the skills and expertise required. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Arrangements for interagency working are effective. The school knows which of its pupils are most at risk and gives priority to safeguarding their welfare, including pupils who are excluded or persistently absent.
4 - INADEQUATE	Safeguarding regulations are not met. Or Arrangements for safeguarding are not robust and there is no system to maintain and update them, or the systems that are in place are ineffective. Or Pupils do not receive sufficient information, or support, to enable them to keep themselves safe. Or There is little or unproductive involvement of key agencies.

SCHOOL / UNIT / ESTABLISHMENT: Newport School and Children Centre

Tick appropriate box	Ye s	No
The school has a Designated Safeguarding Lead Professional who is a member of SMT	✓	
The school has a Deputy Designated Safeguarding Lead Professional	✓	
The school has a Nominated Safeguarding Governor	✓	
Designated Safeguarding Lead and Deputy know how to access current on-line London CP procedures	✓	
The Designated Safeguarding Lead knows how to access Safeguarding Children folder on Teacher Net	✓	
The Head teacher has successfully completed the online Safer Recruitment training	✓	

Date of most recent whole-school CP Awareness training Enter date:	1.09.09
---	----------------

1. School Safeguarding policy

4	The school doesn't have a written Safeguarding policy
3	The school has a Safeguarding policy but it needs updating
2	The school has a Safeguarding policy reviewed in the past 2 years, shared with and accessible to families but it is not fully effective, as not all staff are aware of it
1	The school has an up to date Safeguarding policy that is known to everyone working in the school and the governing body, and it includes reference to an annual Safeguarding audit, reviewed mid-year

2. Consistency and cross-referencing of procedures

4	Although Safeguarding procedures are in place, other policies and procedures do not relate or reference to them
3	The school has made a start on looking at other policies and procedures that need to be in line with the Child Protection / Safeguarding policy
2	The school has reviewed all policies and identified those that need to be in line with child protection policy, and has drawn up an action plan to ensure that policies cross-reference appropriately and are consistent with each other
1	All policies are aligned; the school undertakes some quality assurance checks on implementation; an annual Safeguarding audit is undertaken. The Governing Body and the Head have evidence of an action plan being developed which is based on the audit tool which has been reviewed during the year

3. Child Protection procedures (including multi-agency procedures and Government guidance)

4	Procedures are in place but known only by the Designated Safeguarding Lead
3	Procedures are in place but only the Designated Safeguarding Lead, members of SMT, and the Nominated Safeguarding Governor are aware of them
2	All teaching staff and relevant governors are aware of the established child protection and Safeguarding procedures
1	All school staff and regular visitors (including volunteers) know the established procedures

4. Child Protection Training	
4	The Designated Lead Professional has not attended any multi-agency Child Protection and Safeguarding training
3	The Designated Lead Professional has received multi-agency Child Protection and Safeguarding training but not in the last two years
2	The Designated Lead Professional has received multi-agency Child Protection and Safeguarding training in the last two years; the Nominated Governor and other members of staff have not been offered training
1	The designated teacher and nominated governor have both received training appropriate to their role in the last two years, and all staff have received appropriate Child Protection and Safeguarding training during the past 3 years
2	
5. Safeguarding and the curriculum	
4	The school does not view child protection and safeguarding as having a place in the curriculum
3	The school is seeking advice on how to develop opportunities for child protection and safeguarding work within the curriculum
2	The curriculum provides some opportunities for pupils to consider risk situations and explore strategies for keeping safe
1	Through PSHE and other curriculum contexts, pupils are helped to talk about feelings to deal assertively with pressures, and to know who they can turn to for help and advice
6. Anti-bullying practice	
4	The school does not have a discrete anti-bullying policy
3	The school has an anti-bullying policy
2	The school has an anti-bullying policy that has been reviewed in the last 2 years and is consistent with current (DCSF) anti-bullying guidance, and is known to all staff
1	The school has an anti-bullying policy that has been updated in the last 2 years and is consistent with current (DCSF) anti-bullying guidance; it is known to all staff; and the school also has a pupil-friendly version that has been developed in consultation with pupils at the school.

7. Safer Recruitment	
4	Recruitment and selection procedures have not yet been revised in line with DCSF guidance 'Safeguarding Children and Safer Recruitment in Education'
3	Recruitment and selection processes are being reviewed to ensure that they are in line with DCSF guidance
2	Recruitment and selection processes have been reviewed and are fully compliant with the DCSF guidance (including interview panels having a member who has completed Safer Recruitment training) with the DCSF guidance
1	Recruitment and selection are carried out as above, all staff, permanent, supply and volunteers have a valid CRB check. Induction for all new staff has a Safeguarding component which includes safe professional practice guidance
8. Code of conduct for safe practice	
4	There isn't a code of conduct for safe practice for staff
3	A code of conduct for safe practice exists (in line with DCSF guidance) for some staff groups but needs widening to include all staff groups
2	There is a code of conduct for safe practice which reflects DCSF guidance, which applies to all staff, visitors and volunteers who come into school
1	Information about the code of conduct and about Safe Working Practice is known to all staff, visitors and volunteers who come into school
9. Procedures for managing allegations of abuse made against staff	
4	Not all members of the senior management team are aware of the procedure on how to manage allegations of abuse made against staff in accordance with DCSF guidance
3	All members of the SMT are aware of the DCSF procedure for managing allegations against members of staff, including familiarity with the allegations flowchart (available in the London Child Protection Procedures)
2	All members of staff are aware of the procedure for managing allegations against staff, and are clear about how to report any concerns they may have

	1 As 2 above; in addition the flowchart is displayed in staff rooms and the procedure for managing allegations of abuse against members of staff is operated effectively by the school in that any relevant concerns about staff are / would be reported appropriately to the Local Authority Designated Officer (LADO)
10. Child welfare and child protection record keeping	
	4 The school does not yet have a policy on recording, retaining and sharing records of child welfare and child protection concerns
	3The school has a policy on child welfare and child protection record keeping, but this has not been reviewed against DCSF guidance for schools
	4
	2 The school has reviewed its policy on child welfare and child protection record keeping against DCSF guidance and it is consistent with that guidance (including recording outcomes for each concern)
	1 The school's policy is consistent with DCSF guidance, and is effective in that all staff are aware of the policy, and outcomes are routinely and clearly recorded

E-safety

1.Does your school have an e-safety policy? Yes

2.Which of these groups have been supported to understand e-safety issues within your school:

- Staff Yes
- Parents Yes
- Governors Yes

3.Does the school provide curriculum opportunities to explicitly teach e-safety to pupils?

Yes

Additional information

1.Designated Safeguarding Lead Professional from January 2011:

Name: Lisa McIntyre

Job title: Deputy Headteacher

Email address: lisa.mcintyre@newport.waltham.sch.uk

Emergency contact number: 07540 723938

(Only to be used when absolutely necessary and will remain confidential)

2. Deputy Designated Safeguarding Lead Professional from January 2011:

Name: Rebekah Matthews

Job title: Assistant Headteacher

Email address: rebekah.matthews@newport.waltham.sch.uk

3. Deputy Designated Safeguarding Lead Professional from January 2011:

Name: Saira Riaz

Job title: Outreach Worker

Email address: saira.riaz@newport.waltham.sch.uk

Emergency contact number: 0208 539 4552

(Only to be used when absolutely necessary and will remain confidential)

4. Nominated Safeguarding Governor from September 2010:

Name: Ms Sarah Thistle

Email Address: sarah.thistle@babcock.co.uk

If you have any concerns about members of staff and wish to speak in confidence, please contact the nominated safeguarding Governor as stated above.

Please return this Audit Form by to:

**Safeguarding in Education Service
1st Floor, Silver Birch House
Uplands Business Park
Blackhorse Lane
London E17 5SD**

Appendix 2

Key Contacts for Child Protection Issues in Waltham Forest

The following details relate to key personnel in Child Protection who can be contacted should any child protection issues arise.

Name	Agency	Contact details
Designated Doctor for Child Protection	Waltham Forest PCT	020 8430 7893 07795 548987
Named Nurse for Child Protection for Waltham Forest PCT	Waltham Forest PCT	020 8430 7827/7822 Fax: 020 8430 7981
Named Nurse for Child Protection at Whipps Cross Hospital	Whipps Cross University Hospital Paediatric A&E	020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072
Named Doctor	Whipps Cross University Hospital	020 8535 5522 Ext 5141
Police Referral Desk	Police Child Abuse & Investigation Team (CAIT)	020 8345 3611 020 8345 3683
		020 8345 3693 020 8345 3677 020 8345 3634 020 8345 3633 Fax: 020 8345 3610
Named Nurse for Safeguarding	North East London Foundation Trust (NELFT)	0844 600 1201 Ext 4237
Child & Family Consultation Service (CFCS)	North East London Foundation Trust (NELFT)	0844 600 1247
Child & Adolescent Mental Health Service (CAMHS)	CAMHS	
Deputy Director of Children & Young People Services	Waltham Forest Children & Young People Services	020 8496 3206
Safeguarding in Education Service	Waltham Forest Children & Young People Services	020 8496 6310
Education Welfare Service	Waltham Forest Children & Young People Services	020 8496 1719 020 8496 1756
Children in Care Education Team	Waltham Forest Children & Young People Services	020 8496 6329 020 8496 6331
Local Authority Designated Officer (LADO) – Child Protection & Safeguarding Service	Waltham Forest Children & Young People Services	020 8496 3646
Group Manager – Child Protection, Planning & Partnership	Waltham Forest Children & Young People Services	020 8496 2763
Group Manager – Children in Care Service	Waltham Forest Children & Young People Services	020 8496 2136
Group Manager – Specialist Children's Service	Waltham Forest Children & Young People Services	020 8430 7943
Principal Manager – Children's First Response Service (Buxton Road)	Waltham Forest Children & Young People Services	020 8496 2318

Name	Agency	Contact details
Duty Referral Officers –Children's First Response Service (Buxton Road)	Waltham Forest Children & Young People Services	020 8496 2339 (Reception) 020 8496 2313 (Fax) 020 8496 2311 020 8496 2325 020 8496 2307
Team Manager Children's First Response – Whipps Cross Hospital	Waltham Forest Children & Young People Services	020 8539 5522 Ext 5804
Group Manager & Duty Desk – Community Safeguarding & Intervention Service	Waltham Forest Children & Young People Services	020 8496 1380 (Reception) 020 8496 2326 (Duty Admin)*

*** On calling this number you will be transferred to whichever Social Worker is on duty.**

Appendix 3

SAFEGUARDING CHILDREN: WHISTLE BLOWING

A MODEL POLICY FOR LONDON BOROUGH of WALTHAM FOREST SCHOOLS

This guidance is written for staff¹ working with children and young people in education settings including maintained schools.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Designated Teacher for Child Protection, or Head teacher
- If your concern is about your immediate manager/Head teacher, speak to the Chair of Governors or if you feel you need to take it to someone outside the school, contact the Education Safeguarding Service
- Make sure you get a satisfactory response - don't let matters rest
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can

- **A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.**

¹Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.

What happens next

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Self reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

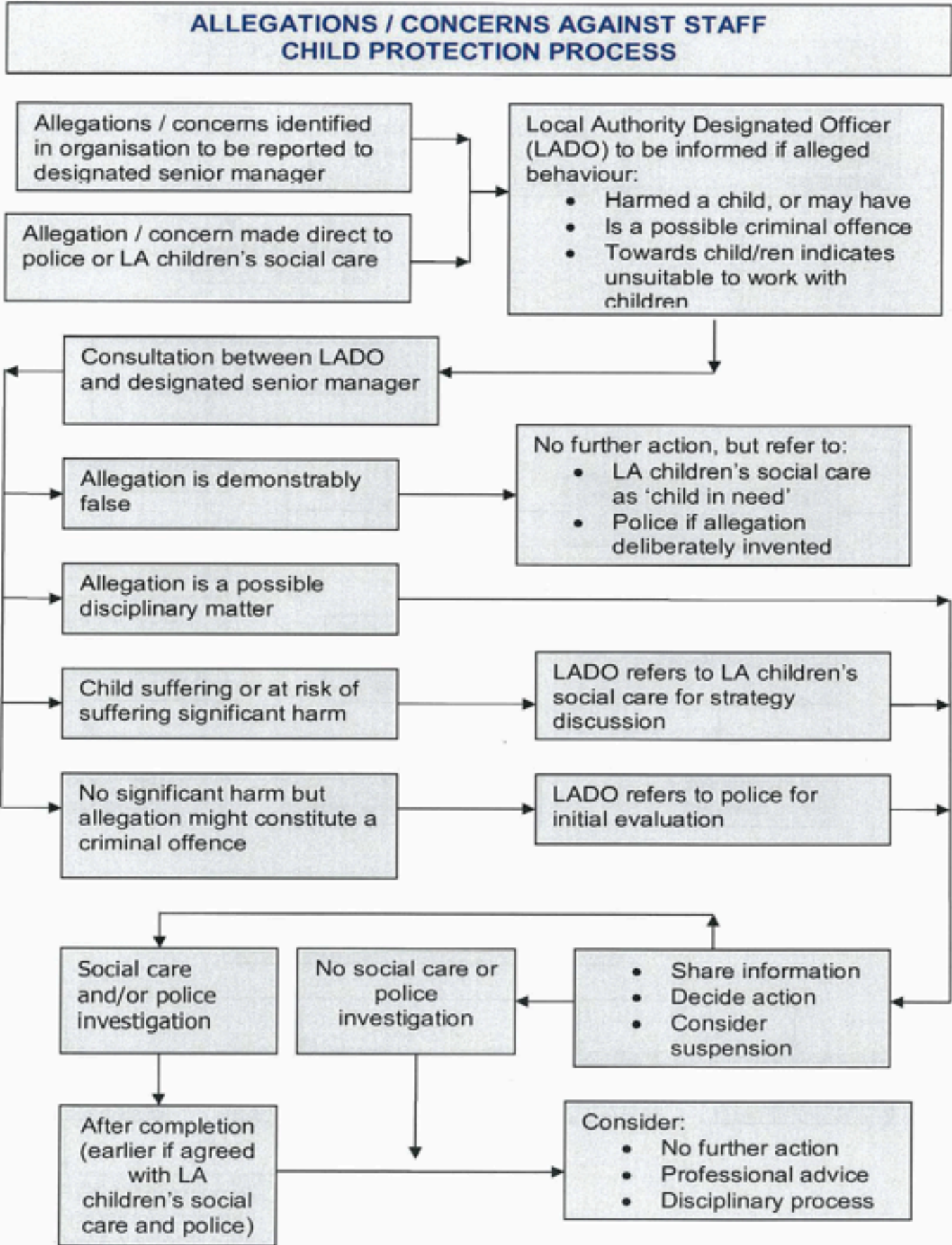
It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

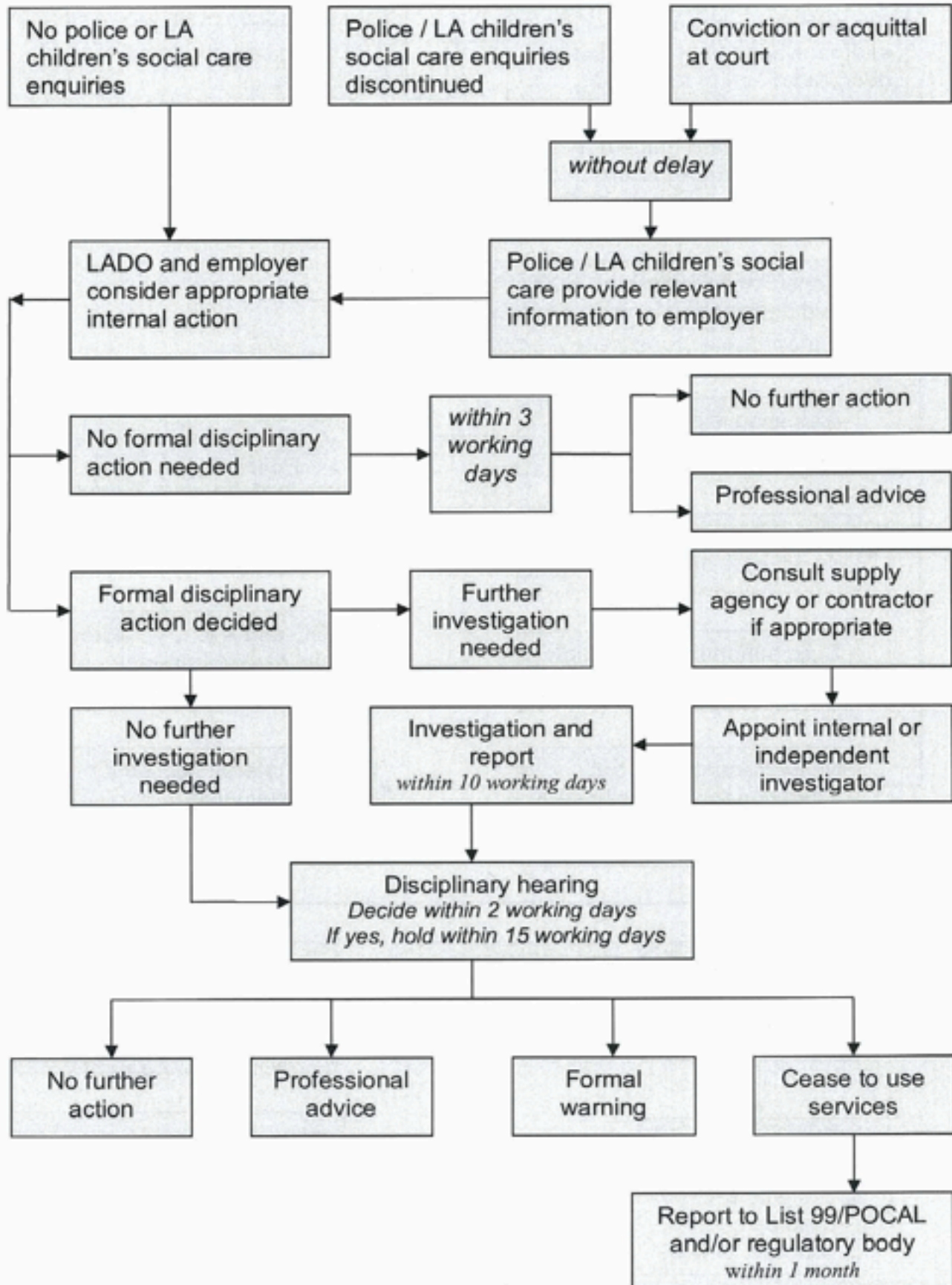
Safeguarding in Education Service
Tel: 0208 496 6310
Fax: 0208 496 6915
Email: kim.thomas@walthamforest.gov.uk

With acknowledgement to Surrey Children's Services for their Model Policy on 'Whistle Blowing'.

Appendix 4



ALLEGATIONS / CONCERNS AGAINST STAFF DISCIPLINARY / SUITABILITY PROCESS



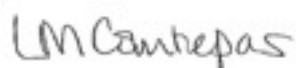
manager, they remain concerned, or if there is a failure to respond to contact, this should then be escalated to the Group Manager of the service (see attached structure chart).

Children's social care services undertake to respond to all such contacts within 24 hours. If the manager of the case is not available, this will be dealt with by an alternative manager within the service.

On the rare occasions when resolution cannot be achieved at Group Manager level, the head of the relevant service should contact the Deputy Director responsible for children's social care services (see the top of this memorandum for details). If disagreements remain, the matter should then be referred to the Waltham Forest Local Safeguarding Children Board for urgent consideration (see attached structure chart).

I would be grateful if you would share this guidance with your frontline staff. I am confident that a clear understanding of the steps to take and who to contact will be helpful in improving our safeguarding work in the Borough, and strengthen our partnership working.

Kind regards.



Linda Cointepas

Deputy Director, Children & Young People Services

Extract from the London Child Protection Procedures

Section 18.6: Professional Conflict Resolution

Dissent At Referral And Enquiry Stage

- 18.6.1 Professionals providing services to children and their families should work co-operatively across all agencies, using their skills and experience to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
- 18.6.2 All agencies are responsible for ensuring that their staff are competent and supported to escalate appropriately intra-agency and inter-agency concerns and disagreements about a child's wellbeing.
- 18.6.3 Concerns or disagreements may arise over another professional's decisions, actions or lack of actions in relation to a referral, an assessment or an enquiry.
- 18.6.4 Professionals should attempt to resolve differences through discussion and / or meeting within a working week or a timescale that protects the child from harm (whichever is less).
- 18.6.5 If the professionals are unable to resolve differences within the timescale their disagreement must be addressed by more experienced / more senior staff.
- 18.6.6 Most day-to-day inter-agency differences of opinion will require a LA children's social care team manager to liaise with their (first line manager) equivalent in the relevant agencies, e.g.:
- A police detective sergeant;
 - A named or designated health professional;
 - Designated teacher.
- These first line managers should seek advice from their agency's nominated / designated child protection adviser.
- 18.6.7 If agreement cannot be reached following discussions between the above first line managers within a further working week or a timescale that protects the children from harm (whichever is less), the issue must be referred without delay through the line management to the equivalent of service manager / detective inspector / head teacher or other designated senior professional.
- 18.6.8 Alternatively (e.g. in health services), input may be sought directly from the designated doctor or nurse in preference to the use of line management.
- 18.6.9 The professionals involved in this conflict resolution process must contemporaneously record each intra- and inter-agency discussion they have, approve and date the record and place a copy on the child's file together with any other written communications and information.

Dissent Regarding The Implementation Of A Protection Plan

- 18.6.10 Concern or disagreement may arise over another professional's decisions, actions or lack of actions in the implementation of the child protection plan, including the timing, quoracy or decision-making of core group meetings, progress of the plan or professional practice.
- 18.6.11 Professionals should attempt to resolve differences in line with the actions outlined above.

Where Professional Differences Remain

- 18.6.12 If professional differences remain unresolved, the matter must be referred to the heads of service for each agency involved.
- 18.6.13 In the unlikely event that the issue is not resolved by the steps described above and / or the discussions raise significant policy issues, the matter should be referred urgently to the LSCB for resolution. See also section 18.2.14. Monitoring and evaluation function.
- 18.6.14 Professionals in all agencies have a responsibility to act without delay to safeguard the child (e.g. by calling for a case to be allocated or for a strategy meeting / discussion, for a core group meeting or for a child protection conference or review conference).
- 18.6.15 Specialist regional facilities such as a specialist children's or cancer hospital or a psychiatric or mother and baby unit, must have in place a conflict resolution protocol which sets out how the conflict resolution will be managed, through the line managements of the specialist facility and the LA children's social care or other service with responsibility for the child. This protocol should take into account the role of the LA children's social care in the locality of the specialist service.

Appendix 6

RECORD FORM **Date:** _____

Safety and Welfare Concern Form (to be written ASAP after not during your conversation with the child)

Child's Name:	Class:	DOB:	Gender:

Date:	Time:	Place:	Name of person completing this form (please print):

Nature of Concern/Conversation (continue on a separate sheet if necessary)

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

Name of person you reported your concerns to

Action to be taken / recommendations from the designated member of staff	
Signed: _____	Position: _____

Return the completed form to the Designated member of staff ASAP

Appendix 7

Waltham Forest Children and Young People Services

Multi-agency Referral of a child in need to Social Services

GUIDANCE NOTES TO REFERRERS

Colleagues in other agencies should use this form to make a referral to Social Services of a Child in Need (under Section 17 of the Children Act 1989) and a child in need of protection (under Section 47 of the Children Act 1989).

This form should also be used to record whether a parent or young person's consent has been obtained to a referral being made. Using this format helps us respond promptly by supplying necessary information. Urgent referrals should always be made by telephone, and immediately followed up by this form (which may be faxed).

Child in Need referrals and the Common Assessment Framework (CAF).

Waltham Forest has adopted the London Safeguarding Children Board thresholds for referral to children's social care www.londonscb.gov.uk. Before referring a child to LA children's social care under section 17, professionals who work with children and families should ensure that a CAF has been completed (with a lead professional identified, where appropriate), and that a referral has been made to the appropriate specialist services. A section 17 referral to LA children's social care should be made if these initial attempts to improve the situation have been unsuccessful, accompanied by evidence of the actions taken to date.

If a Common Assessment Framework (CAF) has been completed on the child, please attach this to the referral form and complete only the sections on the referral form that are not covered by the CAF.

Details of the child (ren) being referred		Ethnicity	Language Spoken
First name	Surname	Date of birth	Gender
		Male	Female
		Male	Female
		Male	Female
Address		Telephone	
Postcode			
CHILD/YOUNG PERSON'S PRINCIPAL CARERS			Parental Responsibility
FULL NAME	DOB	Relationship to child	Ethnicity Code
	I f Known		Y / N

				Y / N
				Y / N
				Y / N

First Language of carers: is an interpreter or signer required:
Y / N

Person making the referral...

Name	Agency
Address	Telephone
Postcode	

Referrals will be shared with the family and should not be made without their knowledge/agreement unless this would jeopardise the child/young person's safety

	Y / N	If no, state reason
The child/young person knows About the referral		
The parent/carer knows about the referral		

KEY AGENCIES INVOLVED

Insert name of professional if involved		TEL:	Insert Name of professional if involved		Tel
H.V.			G.P		
NURSERY			EWO		
SCHOOL			Police		
YOT			Dentist		
Community Mental Health			Community Pediatrician		
School Nurse			Other		

REASON FOR REFERRAL/REQUEST FOR SERVICES

If an allegation of possible physical abuse, please give specific details of any injury including dates and explanations given

INFORMATION SUPPORTING THIS REFERRAL

The purpose of this section is to assist the inter-agency assessment. Where you have no information about a particular area, please write N/K. Record strengths as well as areas of need or risk to that resources can be directed appropriately.

Child/young person's developmental needs and identified risk factors:
Consider health, emotional & behavioural development, education, identity, family and social relationships, social presentation and self-care.

Parent/carers capacities to respond to child/young person

Consider basic care, ensuring safety, emotional warmth, stimulation, provision of guidance and boundaries, and stability

Issues affecting parent/carers capacity to respond appropriately to child/young persons needs

Family and environmental factors which impact on the child
 Consider family history & functioning, the wider family, housing employment, income, the family's social integration and the availability of community resources to provide support.

DETAILS OF REFERRER AND SOCIAL WORKER TAKING REFERRAL

Name of Worker completing this referral (Please Print)			
AGENCY			
ADDRESS			
TELEPHONE NUMBER			
SIGNATURE		DATE	

NAME OF SOCIAL WORKER TAKING REFERRAL

TEAM		DATE	
-------------	--	-------------	--

This form should now be faxed or posted to the children and families team taking the referral –

- **Children's First Response & Assessment Service 8 Buxton Road, Walthamstow, London E17 7EJ Tel - 0208 496 2311/2325/2307 Fax - 0208 496 2313 – for all new referrals unless they meet the criteria for either of the two teams listed below;**
- **Specialist Children's Service/Disabled Children and those with Specialist Health needs – The Wood Street Health Centre. 6 Linford Road E.17 3LA ☎ 020 8430 7956 Fax: 020 8430 7941 – if the child has a significant disability and/or complex special needs;**
- **Children Hospital Social Work Team Whipps Cross University Hospital, Whipps Cross Road, Leytonstone E11 1NR ☎ 020 8539 5522 Fax: 020 8535 6548 - for referrals from midwifery, A&E and other children's wards within the hospital;**

A COPY OF THIS FORM MUST BE FAXED TO: SAFEGUARDING IN EDUCATION SERVICE, ON 020 8496 6915

FEEDBACK TO REFERRERS

We will ensure that your referral reaches the correct team and that you receive a written response to your referral within 24 hours using the response sheet at the end of this form.

If you do not hear back from us regarding the outcome and/or progress of your referral, please contact the Duty Administrator on 0208 496 2339 or 0208 496 2310 who will inform you of the outcome of your referral.

If you wish to discuss the decision on your referral further, please contact the manager named on the written response form.

If you encounter any difficulties in relation to your referral that you wish to bring to the attention of a senior manager, please contact the Group Manager for First Response on 0208 496 2318.

London Borough of Waltham Forest

Multi-Agency Referral Form to Children's Services

Response Form

Please EMAIL/PHOTOCOPY and return copy to referrer within 24 hours of processing this referral.

Date of Referral		Date of Response	
-------------------------	--	-------------------------	--

TO BE COMPLETED BY THE REFERRER:

To:	Name of Referrer:	
	Designation	
	School/Children's Centre/Clinic/Base:	
	Email/Fax:	

TO BE COMPLETED BY FIRST RESPONSE:

Re:	Family name:	
	Child(ren)'s name(s) :	
	Date of Birth(s):	

From:	Name of Social Worker:	
	Team in First Response	
	Telephone:	
	Supervising Manager Team Manager	

FURTHER ACTION (please tick all those that apply):

Initial assessment:

Referral to other agencies/team (please state which):

Section 47 enquires:

Section 17 enquires:

No further action:

Referred for Common Assessment Framework (CAF)

Reason:	
Any further information:	

APPENDIX 8 Children and Families Structure Chart as at October 2010

