



Our visions and values:

Protecting children's right to play learn and have a voice.
Keeping parents involved in children's development
Governors and staff leading the way on quality
Working partnership with health professionals and schools
Being ethical, respectful and tolerant

Child Protection and Safeguarding Policy and Procedures

Status	Statutory
Statutory review timetable	annual
Responsible governors	Full governing body
Last review date	Autumn 2025
Date of next review	Autumn 2026
The policy is available for staff at:	School offices and shared drive
And for parents/carers at:	School website

Policy audit

Version	Revision date	Revised by	Section revised
V1	October 2024	Helen Currie, Alison Emmett	Local detail added to Independent Safeguarding Service model
V2	February 2025	Helen Currie, Alison Emmett	Addition of Appendix 3: flowchart of managing low level concerns in relation to teachers including supply teachers, other staff, volunteers, and contractor
V3	Summer 2025	Alison Emmett	Updated Google Bard to Google Gemini
V4	Autumn 2025	Helen Currie, Alison Emmett	Updated for changes in KCSiE 2025 Reorganised so that all information about recognising abuse is in one section. Moved guidance on children absent from education into the main policy, given its new statutory status.

		Replaced duplication of KCSiE 2024 in Recognising Abuse and in Appendices which could lead to confusion. Added links to the relevant information. Used Google Gemini AI to remove duplication. Improved accessibility.
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1. PURPOSE & AIMS

The Forest Alliance of Nursery Schools' safeguarding policy ensures every child is safe, protected from harm and supported to thrive. This means we will always work to ensure:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare.
- All staff are aware of their statutory responsibilities in respect of safeguarding.
- All staff are appropriately trained in recognising and reporting safeguarding issues.
- We Identify children and young people who may need extra help.

This policy will provide clear direction to staff, volunteers, visitors, parents, and carers about expected behaviour and our responsibilities to safeguard and promote the welfare of all children and young people.

The school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of those involved with the organisation. The elements of our policy are prevention, protection, and support.

This policy applies to all those receiving services from or providing services on behalf of the school.

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#).

We comply with this guidance and the arrangements agreed and published by Waltham Forest Safeguarding Children Board.

This policy is also based on the following legislation/guidance:

[Section 175 of the Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils.

[The School Staffing \(England\) Regulations 2009](#), [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children.

Section 5B(11) of the [Female Genital Mutilation Act 2003](#), as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the Police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.

[The Prevent duty: safeguarding learners vulnerable to radicalisation](#) and [Statutory guidance on the Prevent duty](#), which explain schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

[The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR).

[The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment, and race). This means our Governors and Headteacher should carefully consider how they are supporting their pupils regarding these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment.

[The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment, and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, bi-phobic or transphobic bullying; or racial discrimination.

[Children Missing Education guidance](#)

[Preventing and Tackling Bullying 2017](#)

[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings' \(February 2022\)](#)

[What to do if you're worried a child is being abused', DfE \(March 2015\)](#)

[Information sharing: advice for practitioners providing safeguarding services \(May 2024\)](#)

[Data \(Use and Access\) Act 2025](#)

[Child Sexual Exploitation: A definition and guide for practitioners, local leaders and decision makers DfE \(2017\)](#)

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](#)
(February 2020)

[Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension](#) (March 2024, last updated July 2025)

[Meeting Digital and Technology Standards in Schools and Colleges \(March 2025\)](#)

[Working together to improve school attendance \(August 2024\)](#)

[Sharing nudes and semi-nudes: how to respond to an incident \(overview\) guidance \(March 2024\)](#)

[Searching, screening and confiscation in schools](#)

[The London Safeguarding Children Procedures](#)

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the [Early Years Foundation Stage](#).

This policy is also informed by the [Maintained Schools Governance Guide](#).

3. DEFINITIONS

"Children" includes everyone under the age of 18.

Safeguarding and promoting the welfare of children means:

- Providing help and support to meet the needs of children as soon as problems emerge.
- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Abuse is often categorised into four types of harm; neglect, physical, sexual, or emotional. For definitions of these individual categories of harm, see [Working Together to Safeguard Children](#).

Neglect is a form of abuse and 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 because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children). In some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what's appropriate and which terms to use on a case-by-case basis.

4. EQUALITY STATEMENT

Some children are at increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. The Forest Alliance of Nursery Schools is committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We recognise those to be children who:

- are disabled or have certain health conditions and have specific additional needs
- have Special Educational Needs (whether or not they have a statutory Education, Health and Care plan)
- have a mental health need
- are young carers
- have siblings who are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- are frequently missing/going missing from education, home or care
- have siblings who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- are at risk of being radicalised or exploited
- have a parent or carer in custody, or are affected by parental offending
- are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- are misusing alcohol and other drugs themselves
- are at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- are privately fostered.

Provisions within the [Equality Act](#) allow schools to take positive action, where it can be demonstrated that it is proportionate to deal with particular disadvantages affecting pupils with certain protected characteristics in order to meet their specific need.

5. OUR ETHOS

The child's welfare is of paramount importance. The Forest Alliance of Nursery Schools will establish and maintain an ethos where children feel secure, are encouraged to talk, are listened to, and are safe. Children will be able to talk openly to any member of staff if they are worried or concerned about something.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that school staff play a particularly important role as they can identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

All staff and regular visitors will, through induction and training, know how to recognise emerging needs and indicators of concern, how to respond to a disclosure from a child, and how to record and report this information. They will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose should it outline a safeguarding concern.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers, and colleagues from other agencies in line with [Working Together to Safeguard Children](#).

Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills.

6. ROLES AND RESPONSIBILITIES

Role	Name	Contact Details
Designated Safeguarding Lead (DSL), Online Safeguarding Lead	Helen Currie	020 8520 1689 or 020 8520 4919
Deputy Designated Safeguarding Lead (FANS)	Lindsay Read	020 8520 1689 or 020 8520 4919
Deputy Designated Safeguarding Lead (Low Hall), Designated Teacher for P(LAC)	Nalinee Sabaroché	020 8520 1689
Deputy Designated Safeguarding Lead (Church Hill), Designated Teacher for P(LAC)	Pat English	020 8520 4919
Deputy Designated Safeguarding Lead (Playscheme)	Sarah Davies	020 8520 4919
Deputy Designated Safeguarding Lead (teatime, Low Hall)	Uzma Hanif	020 8520 1689
Head / Headteacher	Helen Currie	020 8520 1689 or 020 8520 4919
Chair of Governors	Abrar Malik	07701 030252
Safeguarding Governor	Mark Brown	07974 662932

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, and visitors of the school and is consistent with the procedures outlined by Waltham Forest Safeguarding Children Board. Our policy and procedures also apply to extended school and off-site activities and include the responsibility to provide a safe environment.

The Forest Alliance of Nursery Schools plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/misandry, homophobia, bi-phobia, and sexual violence/harassment. This will be underpinned by our:

- Behaviour policy, Getting Along Together
- Pastoral support system
- Planned programme of relationships, sex, and health education (PSHE), which is inclusive and delivered regularly and covers issues such as:

- Healthy and respectful relationships.
- Boundaries and consent
- Stereotyping, prejudice, and equality.
- Body confidence and self-esteem.
- How to recognise an abusive relationship (including coercive and controlling behaviour).
- The concepts of and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage, female genital mutilation (FGM), and how to access support.
- What constitutes sexual harassment and sexual violence and why it is always unacceptable.

All staff will read and understand part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually, sign a declaration to confirm guidance review, reinforce the importance of online safety when communicating with parents/carers and create a culture for pupils to speak out and share their concerns.

All staff will be aware of:

- Our systems which support safeguarding, including this safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, the online safety policy, and the safeguarding response to children who go missing from education.
- The 'early help' process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to Local Authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child-on-child abuse, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, and radicalisation.
- The importance of reassuring all children that they are being taken seriously and that they will be supported and kept safe.
- The fact that children can be at risk of harm inside and outside of their home, at school, and online.
- The fact that children who are (or who are perceived to be) lesbian, gay, bisexual, gender questioning or Trans LGBTQI can be targeted by other children.
- What to look for to identify children who need help or protection.

The Governing Body

The Governing Body is accountable for ensuring the effectiveness of this policy and the school's compliance with it. Although the governing body takes collective responsibility for safeguarding and promoting the welfare of our pupils, we also have a named safeguarding Governor who governs safeguarding across the school (see previous table).

The governing body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our website and has been written in line with Waltham Forest expectations and the requirements of the **Forest Alliance of Nursery Schools**' policies and procedures.
- The **Forest Alliance of Nursery Schools** contributes to inter-agency working in line with [Working Together to Safeguard Children](#).
- A senior member of staff from our leadership team is designated to take the lead responsibility for safeguarding and child protection.
- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct.
- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies.
- The Governing Body will consider the number of and age range of pupils, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- The Governing Body will regularly review the filtering and monitoring standards and liaise with IT staff and service providers to identify further actions in meeting standards.
- The leadership team and relevant staff are aware of and understand the IT filters and monitoring systems in place, manage them effectively, and know how to escalate concerns.
- All staff undertake appropriate child protection training that is updated annually.
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm/risk of harm threshold (low-level concerns) about staff members (including supply staff, volunteers, and contractors).
- Safer recruitment practices are followed in line with the requirements of [Keeping Children Safe in Education](#).
- The Governing Body remedy without delay any weakness regarding our safeguarding arrangements that are brought to their attention.
- This policy reflects children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised.

Where another body is providing services or activities (regardless of whether the children who attend these services/activities are children on the school roll), the Governing Body will:

- Seek assurance that the other body has appropriate safeguarding and child protection policies/procedures in place and inspect them if needed.
- Ensure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate.
- Ensure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

The Chair of Governors will act as the 'case manager' if an allegation of abuse is made against the Headteacher, where appropriate.

All Governors will read [Keeping Children Safe in Education](#) in its entirety.

At agreed intervals the safeguarding Governor will receive a safeguarding report that will record the training that has taken place, the number of staff attending, and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

At **the Forest Alliance of Nursery Schools** the Headteacher is responsible for the implementation of this policy, including ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding practice, including this policy, as part of their induction.
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.

Additionally, the Headteacher is responsible for:

- Identifying a member of staff to be the Designated Safeguarding Lead (DSL).
- Identifying additional members of staff to act as Deputy Designated Safeguarding Lead (DDSL) in their absence to ensure there is always cover for the role.
- Ensuring that staff (including temporary staff) understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents when their child joins the school and via the school website.
- Identify and assign roles and responsibilities to manage filtering and monitoring systems.
- Review filtering and monitoring provision at least annually.
- Ensure harmful and inappropriate content is blocked, without unreasonably impacting teaching and learning.
- Ensure effective filtering and monitoring strategies are embedded to meet the school's safeguarding needs.
- Ensuring that the DSL has appropriate time, funding, training, and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures.
- Ensuring a positive culture of safeguarding permeates throughout the school. This will be evidenced by every opportunity to teach children about keeping themselves safe being taken.
- Liaising with the Designated Officer from the Local Authority in the event of an allegation of abuse being made against a member of staff or volunteer.
- Acting as the "case manager" in the event of an allegation of abuse is made against another member of staff or volunteer, where appropriate.
- Ensuring that the procedures for the management of low-level concerns in respect of staff and volunteers is adhered to, with LADO consultation as appropriate.
- Ensuring the relevant staffing ratios are met, where applicable.
- Ensuring each child in the Early Years Foundation Stage is assigned a key person.

Virtual School Heads

The Virtual School is responsible for improving the educational attainment of all children and young people in the care of Waltham Forest, including those who live and attend schools in other Local Authorities.

Virtual school heads have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of children with a Social Worker, those who have previously had a social worker who are aged from 0 to 18, and children in kinship care.

They work closely with key professionals, e.g., DSLs, SENDcos, Social Workers, mental health leads, and others.

The Designated Safeguarding Lead (DSL)

The DSL is a senior member of staff from the leadership team who takes lead responsibility for safeguarding and child protection in our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex C of [Keeping Children Safe in Education](#).

When the school is open, the DSL and/or a deputy will always be available for staff to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media. In her stead, each school has a DDSL and the assistant headteacher is also a DDSL. During tea time at Low Hall, a DDSL is on site. During holiday playscheme the lead is also counted and trained as a DDSL and will contact the DSL for advice as needed.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers, and regular visitors have received appropriate child protection information during induction and that appropriate training needs are identified.

The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

The DSL at the **Forest Alliance of Nursery Schools** will be given the time, funding, training, resources, and support to:

- Provide advice and support to other staff on child welfare and child protection matters.
- Take lead responsibility for the **Forest Alliance of Nursery Schools'** approach towards online safety, including the management of appropriate filtering and monitoring on school devices and school networks.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children.
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly.
- Have a good understanding of harmful sexual behaviour.
- Discuss the local response to sexual violence and sexual harassment with Police and local authority Children's Social Care colleagues to prepare the school's policies.
- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support.
- Be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search.

The DSL will also keep the Headteacher informed of any issues and liaise with Local Authority case managers for child protection concerns as appropriate.

The full responsibilities of the DSL and deputies are set out in their job description.

7. CONFIDENTIALITY, RECORDS, AND INFORMATION SHARING

Information Sharing and Data Protection for Safeguarding

The Data Protection Act 2018 (DPA 2018) and the Data Use and Access Act 2025 (DUAA 2025), which implement the UK's General Data Protection Regulation (GDPR), control how personal information is used by organisations. **The DPA 2018 and the DUAA 2025 do not prevent the sharing of information necessary for keeping children safe**; fears about sharing must not impede the need to promote welfare and protect safety.

For more detail, see the Information Commissioner's guide to [General Data Protection Regulations \(GDPR\)](#) and the government advice, [Data Protection in Schools \(April 2024\)](#).

Principles for Sharing Information

When deciding whether information should be shared—either internally or with external agencies—practitioners must prioritise the safeguarding and protection of the child. Sharing information could be essential for a child's protection.

Practitioners should consider when, who, and how much information to share, and where possible, be transparent about the sharing. The government's [Information sharing: advice for practitioners providing safeguarding services \(May 2024\)](#) includes **Seven Golden Rules of Information Sharing**:

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

Practitioners should also remember the Seven Principles of Data Protection (GDPR):

1. Lawfulness, fairness and transparency
2. Purpose limitation
3. Data minimisation
4. Accuracy
5. Storage limitation
6. Integrity and confidentiality (security)
7. Accountability

If staff are in any doubt about sharing information, they should speak to the Designated Safeguarding Lead (DSL) or a deputy.

Internal and External Sharing Procedures

While the process for deciding to share information (in terms of proportionality and the need-to-know basis) is the same within and outside a setting, sharing information with other agencies must be documented.

Staff may reasonably discuss day-to-day concerns about children with colleagues to ensure general needs are met. However, all child protection and safeguarding concerns must be reported to the DSL, Headteacher, or (for concerns about the Head) to the Chair of Governors. The recipient will then decide who else needs the information and will disseminate it on a 'need-to-know' basis.

The DSL will normally obtain consent from the child and/or parents to share sensitive information. Where there is good reason to do so, the DSL may share information without consent and will record the reason for not obtaining it. Any request from a child or parent to see child protection records must be referred to the Data Protection Officer.

Records and Security

Staff will record any concern about a child's welfare or safety on My Concern and pass it to the DSL without delay.

All safeguarding concerns, discussions, decisions made, and the reasons for those decisions must be recorded in writing. Records will include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached, the reasons for those choices, and the outcome (including whether or not referrals were made to agencies like Local Authority Children's Social Care or the Prevent programme).
- Concerns and referrals will be kept in a separate child protection file for each child.
- Confidential information and records will be held securely and only available to those with a right or professional need to see them.

- Every effort will be made to prevent unauthorized access. Portable devices (phones, laptops, tablets, media) will be kept confidential through encryption, cloud storage, or two-stage authentication, and stored securely when not in use.
- Safeguarding records will be retained for a reasonable period after the child has left the school.

When a child moves to another school, the DSL will transfer the child protection file to the receiving school's DSL within the first five days of the start of a new term (or five days for an in-year transfer). Evidence of this transfer (e.g., written confirmation of receipt) will be retained. For home-educated children, safeguarding concerns will be transferred to the relevant department within the Local Authority.

Response to Sexual Violence or Harassment

If a victim asks the school not to disclose sexual violence or sexual harassment, the DSL must balance the victim's wishes against their duty to protect the victim and other children.

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk).
- The basic safeguarding principle is: if a child is at risk of harm, in immediate danger, or has been harmed, a referral should be made to the local authority Children's Social Care.
- As rape, assault by penetration, and sexual assault are crimes, a report of these should be referred to the Police (even if the alleged perpetrator is under the age of criminal responsibility, which is 10).

All staff will do all they reasonably can to protect the anonymity of any children involved, be aware of witness support and the criminal process, and consider the potential impact of social media in spreading rumours and exposing identities.

8. TRAINING & INDUCTION

New staff and volunteers

When new staff join our organisation, they will be informed of the safeguarding arrangements in place. They will be given:

- a copy of this policy
- the staff code of conduct
- the acceptable use policy
- the privacy notice
- the online safety policy
- Part one and Annex B of [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children 2023](#)
- [What to do if you are worried a child is being abused 2015](#)

They will be told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff are expected to read these key documents. They will also be provided with the access to My Concern where we record our concerns, given information on how to complete it, and who to pass it to.

In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of [Keeping Children Safe in Education](#). To achieve this, we will ensure that:

- Every new member of staff or volunteer will receive safeguarding training during their induction period.

- This programme will ensure they understand the school's safeguarding systems and their responsibilities include information relating to signs and symptoms of abuse, online safety, the Prevent duty, filtering and monitoring, how to manage a disclosure from a child, how to record concerns and the remit of the role of the DSL.
- The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children.

Continuing staff

The safeguarding training staff and volunteers receive on induction will be regularly updated (at least annually) and supplemented with regular updates (e.g., via email, e-bulletins, staff meetings) to ensure all staff have the relevant skills and knowledge to safeguard children effectively. This training will:

- Include reading this policy and Part one and Annex B of [Keeping Children Safe in Education](#)
- Be integrated, aligned, and considered as part of the whole-school safeguarding approach, wider staff training, and curriculum planning.
- Be in line with advice from Waltham Forest Safeguarding Children Board.
- Have regard to the Teachers' Standards to support the expectation that all teachers manage behaviour effectively to ensure a good and safe environment and have a clear understanding of the needs of all pupils.
- make use of the [Anna Freud Centre's mental health lead resource hub](#), their [targeted school support kit](#), and [the government advice on Promoting and supporting mental health and wellbeing in schools and colleges](#).

We actively encourage all of our staff to keep updated with the most recent local and national safeguarding advice and guidance, such as guidance accessible from [Waltham Forest Safeguarding Children Board](#).

The DSL and any deputies will complete Designated Safeguarding Lead (DSL) training every two years. In addition to formal training, DSL's will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

Contractors

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Governors

All Governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. It will include reading Part one and Annex B of [Keeping Children Safe in Education](#). This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge.
- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding.

As the Chair of Governors may be required to act as the 'case manager' if an allegation of abuse is made against the Headteacher, they will receive training in managing allegations for this purpose.

9. RECOGNISING ABUSE

This section contains Waltham Forest-specific guidance for particular safeguarding issues in addition to the information provided in KCSiE Part 1 and Annex B which is listed here for ease of reference:

KCSiE Part one 24 to 28 sets out the Indicators of abuse and neglect.

KCSiE Part one 29 to 48 sets out particular safeguarding issues:

- Child-on-child abuse
- Child criminal exploitation (CCE) and child sexual exploitation (CSE)
- Domestic abuse
- Female genital mutilation (FGM)
- Mental health
- Serious violence

KCSiE Annex B sets out more information about particular safeguarding issues:

- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and child sexual exploitation (CSE) including County lines
- Children and the court system
- Children who are absent from education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern slavery and the National Referral Mechanism
- Preventing radicalization
- Sexual violence and sexual harassment between children in schools and colleges
- Serious violence
- So-called 'honour'-based abuse (including female genital mutilation and forced marriage) including FGM and Forced marriage
- Additional advice and support

Child Criminal Exploitation (CCE)

Waltham Forest takes [a public health approach to children and young people's criminal exploitation by organised criminal groups \(OCGs\) and gangs](#). They aim to:

- **Curtail** violent acts at source, pursuing perpetrators and enforcing action
- **Treat** those who've been exposed to violence to control the spread
- **Support** those susceptible to violence due to their exposure to risk factors
- **Strengthen** community resilience through a universal approach.

The Support domain works with children and young people at risk of CCE.

CCE occurs where an individual, male or female, or a group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual and/or criminal activity:

- It may involve an exchange for something the victim needs or wants, and/or
- for the financial advantage or increased status of the perpetrator or facilitator,
- through violence or the threat of violence.

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (see KCSiE Annex B on County lines), forced to shoplift or pickpocket or to threaten other young people. Victims of CCE can be of any gender. Children and young people are often unwittingly drawn into criminal exploitation through the offer of friendship,

relationships and care, gifts, drugs, alcohol, money, and accommodation. Some of the following can be indicators of CCE.

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

Child Sexual Exploitation (CSE)

Child Sexual Exploitation (CSE) is a type of sexual violence. CSE is when children are sexually exploited for money, goods (for example, cigarettes, alcohol, mobiles, or trainers), power, or status.

Those exploiting young people have power because of their age, status, physical strength, and/or resources.

Some young people are [trafficked](#) into or around the UK for the purposes of sexual exploitation.

CSE is child abuse

Young people often trust their abuser and don't understand that they're being abused. They may depend on their abuser or be too scared to tell anyone what's happening.

It can involve violent, humiliating and degrading sexual assaults, including oral and anal rape. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection, or status. Child sexual exploitation doesn't always involve physical contact and can happen online.

What are the warning signs that a young person is being exploited?

The [London Safeguarding Children's Board](#) has developed a handy way to help people recognise warning signs of CSE:

- Sexual health and behaviour concerns
- Absent from school or repeatedly running away
- Familial abuse and/or problems at home
- Emotional and physical condition
- Gangs, older groups, and involvement in crime
- Use of technology and sexual bullying
- Alcohol and drug misuse
- Receipt of unexplained money or goods
- Distrust of authority figures

Domestic Abuse

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

- psychological
- physical
- sexual

- financial
- emotional abuse.

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

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

Operation Encompass

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

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked. Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [**NSPCC**](#): UK domestic-abuse Signs Symptoms Effects
- [**Refuge**](#): what is domestic violence/effects of domestic violence on children
- [**Safe Young Lives**](#): Young people and domestic abuse
- [**gov.uk advice on domestic abuse**](#): specialist sources of support (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [**Operation Encompass**](#): includes information for schools on the impact of domestic abuse on children

Radicalisation / Extremism

We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other form of vulnerability. At the Forest Alliance of Nursery Schools we will ensure that:

- Through training, staff, volunteers, and our Governing Body understand what radicalisation and extremism is, why we need to be vigilant, and how to respond when concerns arise.

- There are systems in place for keeping children safe from extremist material when accessing the internet in our school by using effective filtering and monitoring policies.
- The DSL has received Prevent training and will act as the point of contact for any concerns relating to radicalisation and extremism.
- The DSL will make referrals to Children's Social Care and will represent our organisation at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social, and cultural development of children.

Children with SEND or health issues

We recognise that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and are three times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumption that indicators of possible abuse such as behaviour, mood, and injury relate to the child's disability without further exploration.
- Children being more prone to peer group isolation than other children.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Children who are lesbian, gay, bisexual or gender questioning

This section is taken from KCSiE Part 2, with the addition of the section in yellow. Revised guidance on gender questioning children is due to be published in academic year 25/26.

The fact that a child or a young person may be lesbian, gay, bisexual or gender questioning is not in itself a safeguarding issue, however, children who are can be targeted by other children.

In some cases, a child who is perceived by other children to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as a child who identifies as lesbian, gay, bisexual, or gender questioning.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum condition and/or attention deficit hyperactivity condition. FANS do not recognise these conditions as disorders. All humans are neurodivergent. All humans are welcome at our schools.

It is recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubescent children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded where children lack a trusted adult with whom they can be open. The Forest Alliance of Nursery School staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

Children who need a social worker

Children may need a Social Worker due to safeguarding or welfare needs. Children may need this help due to abuse and/or neglect and/or exploitation and/or complex family circumstances. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour, and mental health. The DSL and all members of staff will work with and support Social Workers to help protect vulnerable children.

Where we are aware that a child has a Social Worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the child's safety, welfare, and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or absence from education where there are known safeguarding risks.
- The provision of pastoral and/or academic support.

Looked-After and Previously Looked-After children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. A previously looked after child potentially remains vulnerable. We will ensure that staff have the skills, knowledge, and understanding to keep looked-after children and previously looked-after children safe. We will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements.
- The DSL has details of children's Social Workers and relevant [virtual school heads](#).
- A **designated teacher** at each school is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [the statutory guidance, Designated teacher for looked-after and previously looked-after children](#). This is Nalinee Sabaroche at Low Hall and Pat English at Church Hill.
- The designated teachers are appropriately trained and have the relevant qualifications and experience to perform the role.

As part of their role, the designated teachers will:

- Work closely with the DSL to ensure that we respond to any safeguarding concerns regarding looked-after and previously looked-after children quickly and effectively.
- Work with [virtual school heads](#) to promote the educational achievement of looked-after and previously looked-after children, including discussing how early years pupil premium funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

FGM

FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs". FGM is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision', or 'initiation'.

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding issues. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county

lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called 'honour'-based abuse, or risk of forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect.
- Are at risk of forced marriage or FGM.
- Come from Gypsy, Roma, or Traveller families.
- Come from the families of service personnel.
- Go missing or run away from home or care.
- Are supervised by the youth justice system.
- Cease to attend a school.
- Come from new migrant families.

10. TAKING ACTION

The Forest Alliance of Nursery Schools staff, volunteers, and Governors must follow the procedures set out below in the event of a safeguarding issue arising (references to the DSL include any deputies where applicable).

All staff are encouraged to report and record any worries and concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, worries and concerns accumulate over a period and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on worries and concerns in accordance with this policy to allow the organisation to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

At times, a child's needs may not be able to be met by universal interventions alone and will best be met through a more targeted response. At this point the child's needs will still be considered as 'emerging' and will therefore be below the threshold for specialist or statutory interventions.

When indicators of needs that fall under this category are identified, the DSL will take responsibility for exploring issues with the child and family, with guidance and support as necessary from Waltham Forest Children's Social Care (or the relevant Local Authority where the child resides).

What to do

If a child is suffering or likely to suffer harm, or in immediate danger, make a referral to Children's Social Care and/or the Police immediately. Anyone can make a referral. Inform the DSL as soon as possible if you make a referral directly, referrals will be made in line with the [London Safeguarding Children Procedures](#) and [Waltham Forest Safeguarding Procedures](#).

If a child makes a disclosure to you, you should:

- **Listen carefully to what they are saying.** Be patient and focus on what you are being told. Try not to express your own views and feelings. Allow them time to talk freely and do not ask leading questions.
- **Stay calm and do not show that you are shocked or upset.** If you appear shocked or as if you do not believe them, it could make them stop talking and take back what they have said.
- **Tell them it is not their fault, and they have done the right thing telling you.** Abuse is never a child's fault. It is important they hear and know this. Reassurance can be a big impact. If they have kept the abuse a secret, it can have a big impact knowing they have shared what has happened.
- **Explain what will happen next and that you will have to pass this information on.** Do not promise to keep it a secret.

- **Document your conversation as soon as possible using the child's own words.** Stick to the facts, and do not make your own judgement on it.
- **If you consider the child to be at risk of harm, tell the DSL or deputy DSL straight away.**
- **Alternatively, if appropriate, make a referral to Children's Social Care and/or the Police directly** and inform the DSL as soon as possible that you have done so.
- Remember **there is [a duty to report](#) when you discover that FGM has taken place.**

What happens next

Options include:

- If it's an emergency, the person who identifies that a child is at immediate risk of harm calls 999
- A referral to social care
- An early help assessment
- Support from the school – likely a combination of the child's Key Person, a teacher, the DSL/Headteacher, and the SENDco.
- On-going monitoring of the situation.

FGM duty

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **child under 18**, must immediately report this to the Police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve Children's Social Care as appropriate.

The duty for teachers does not apply in cases where a child is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should never examine children.

Any other member of staff who discovers that an act of FGM has or appears to have been carried out on a **child under 18** must speak to the DSL and follow [Waltham Forest's FGM guidance](#).

Any member of staff who suspects a child is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and record their concerns.

Prevent duty

If a child is not suffering or likely to suffer serious harm, or in immediate danger, staff should speak to the DSL in the first instance to agree a course of action.

If in exceptional circumstances the DSL and any deputies are not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from Children's Social Care. Make a referral to Children's Social Care directly if appropriate. Inform the DSL as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide what next steps to take. This could include seeking consent to complete a referral to [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, and the relevant Local Authority Children's Social Care team where the child resides.

London Borough of Waltham Forest are available for consultation by emailing Prevent@walthamforest.gov.uk

The Department for Education also has a dedicated telephone helpline, **020 7340 7264**, which school staff and Governors can call to raise concerns about extremism with respect to a child. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an **emergency**, call **999** or the confidential anti-terrorist hotline on **0800 789 321** if you:

- think someone is in immediate danger.
- think someone may be planning to travel to join an extremist group.
- see or hear something that may be terrorist related.

Children with SEND

If a concern is raised involving a child with SEND, the DSL will liaise closely with the SENDco.

Children absent from education

Attendance in nursery schools is not statutory, however we recognise both the opportunity that we have to build good attendance behaviours, and the insight into safeguarding risk that absence from education gives us.

Our Attendance Policy, [available on our website](#), sets out how we deal with unauthorised absence. Key points are:

- we tell families when they join about the benefits of attending every day
- when children join our schools, we ask for more than one emergency contact, so we can follow up
- our Headteacher and DSL is our senior leader who champions attendance
- we track attendance carefully
- we follow up absences as soon as possible, and track patterns in absence
- we work closely with early help when absence seems to be becoming persistent, and with social care when there is a safeguarding risk
- we notify the local authority if a child leaves the school without a new school being named
- we adhere to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff are trained to recognise that absence might relate to a safeguarding concern, such as travelling to a conflict zone, FGM, or forced marriage.

Where a child has an Education Health & Care Plan, Waltham Forest (or the Local Authority where the child resides) will review the plan, working closely with parents/carers and SENDco.

Early Help

An Early Help Assessment in Waltham Forest is called [Our Family Journey](#). It's undertaken when it appears a child and family would benefit from coordinated support from more than one agency. Early Help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. The assessment should identify what help the child and family need to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the [Children Act 1989](#). The Early Help assessment, with consent from the family, should be undertaken by a lead professional who could be a teacher, SENDco, GP, family support worker, and/or health visitor.

An Early Help Assessment is not necessarily a referral. The DSL should discuss with Children's Social Care whether it would be more appropriate to undertake an Early Help Assessment or to make a referral. Further information surrounding the Early Help offer is available from [Waltham Forest's Early Help Service](#).

Making a referral to social care

Where the DSL deems it appropriate to refer the case to Local Authority Children's Social Care or the Police, they will make the referral or support a member of staff to do so. Generally, the consent of parents or carers should be obtained before making a formal referral, unless to do so would place the child at additional risk of harm.

Staff are advised to refer to [section 7 of this policy](#), Confidentiality, Records, and Information Sharing, and in particular the [Seven Golden Rules of Information Sharing](#). Where a decision cannot be made in relation to whether to seek consent or not, the DSL should seek advice on the scenario from Waltham Forest's MASH team (or the relevant Local Authority where the child resides) without disclosing the identity of the child/family and record the decisions reached.

If staff members make a referral directly to Local Authority Children's Social Care, they must tell the DSL as soon as possible.

The Local Authority will decide within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

Professional disagreement and escalation of concerns

If the child's situation does not seem to be improving after the referral, the school does not consider that the social care response to a referral has led to the child being adequately safeguarded by the child protection plan, or there is a disagreement about the threshold outcome from a referral that has been made, the DSL or person who made the referral must:

- contact the key worker's or social worker's line manager in Children's Social Care,
- follow this up in writing,
- follow [Waltham Forest Escalation Procedures](#) (or the relevant Local Authority where the child resides) to ensure their concerns have been addressed and that the child's situation improves.

Police Attendance in School

Where children are requested to be interviewed by the Police, staff should inform the Headteacher, who is the DSL. Staff should be aware of the requirement for children to have an 'Appropriate Adult'.

'Appropriate Adult' may include the parent/carer for that pupil or, if the child is a 'looked after child', a person representing that Local Authority. It could also include a Social Worker of a Local Authority.

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

Raising concerns about an adult working with children

If you have concerns about a member of staff (including a supply teacher, volunteer, or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer, or contractor) staff must report this to the Headteacher.

If you have concerns or become aware of concerns related to the Headteacher, staff should speak to the Chair of Governors.

The Headteacher/ Chair of Governors will then follow the procedures set out below in 'Section 11: Managing Allegations against Adults and/or 'Section 12: Managing Low-Level Concerns'.

11. MANAGING ALLEGATIONS AGAINST ADULTS WORKING WITH CHILDREN

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children. We do, however, recognise that sometimes allegations of abuse are made.

We recognise that allegations, when they occur, are distressing and difficult for all concerned. We also recognise that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children.

We will take all possible steps to safeguard our children and to ensure that the adults in our organisation are safe to work with children. We will always ensure to adhere to the procedures outlined by [Working Together to Safeguard Children](#), Part 4 of [Keeping Children Safe in Education](#)) and [Chapter 7 of the London Safeguarding Children Procedures](#).

What might be a cause for concern

When a member of staff or volunteer who works in our setting has or is thought to have:

- harmed a child, or may have harmed a child,
- possibly committed a criminal offence against or related to a child,
- behaved in a way that suggests they may pose a risk of harm to children,
- behaved in a way that suggests they may not be suitable to work with children.

When an individual's personal conduct raises safeguarding concerns, even if those concerns do not directly involve a child, we carefully follow our Staff Code of Conduct alongside the Local Authority Designated Officer's (LADO's) advice.

Initial Action by person receiving or identifying an allegation or concern:

It is mandatory for all staff and volunteers to report any allegation made against a colleague, even if they reasonably believe it may be false. All allegations must be treated seriously, investigated properly, and recorded.

1. Immediate Reporting Steps

When you receive/identify an allegation or concern, you must:

Record It:

- Make a written record of the information, including the time, date, place of the incident(s), persons present, and what was said. Sign and date this record.

Report Immediately:

- If the allegation is against a staff member or volunteer (including supply and agency staff), immediately report the matter to the Headteacher.
- If the allegation is against the Headteacher, immediately report the matter to the Chair of Governors.

Maintain Confidentiality:

- Do not share the allegation with any other staff member, including the subject of the allegation.

Do Not Investigate:

- No member of staff should undertake further investigation before advice is received from the LADO.

2. Leadership Action and LADO Contact

The Headteacher will:

Case Manager: appoint a 'case manager' immediately (the Headteacher, a designated senior manager, or the Chair of Governors). They will lead the investigation.

Headteacher Allegations: If the allegation is against the Headteacher, the Chair of Governors will take charge and seek LADO advice. If the Chair is unavailable, the duty passes to the Acting Headteacher or Vice Chair of the Governing Body.

LADO Contact: The Headteacher or Chair of Governors must seek advice from the LADO within one working day of receiving the allegation. This consultation will include deciding if this is a Low-Level concern (see [section 12](#)).

For direct consultation or referral without delay:

Phone: 020 8496 3646

Email: LADO@walthamforest.gov.uk

3. Reporting Concerns Externally

If any staff member or volunteer is not confident raising their concerns internally, or if they have a lack of faith in the safeguarding governance, they can contact the LADO themselves (as above), or:

NSPCC Whistleblowing Helpline:

Phone: 0800 028 0285 (Mon-Fri, 8am-8pm)

Email: help@nspcc.org.uk

Duty to refer to Disclosure and Barring Service or the Secretary of State

The Forest Alliance of Nursery Schools has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left. The DBS will consider whether to bar the person.

If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

Should the Forest Alliance of Nursery Schools dismiss or cease to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E of the Education Act 2002.

The Secretary of State may investigate the case, and if there is a case to answer, must then decide whether to make a prohibition order in respect of the person. Such referrals are made [online at gov.uk](#).

For concerns that are not deemed to meet the harm/risk of harm threshold, we will follow our Low-Level Concerns Procedure below in section 12.

12. MANAGING LOW-LEVEL CONCERNs

This section relates to KCSiE Part 2, Section 4. It applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers, and contractors, which do not meet the threshold for 'harm' or 'risk of harm'.

Concerns may arise through, for example:

- suspicion
- complaint
- safeguarding concern or allegation from another member of staff
- disclosure made by a child, parent or other adult within or outside the school
- pre-employment vetting checks.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the harm/risk of harm threshold.

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

- being overly friendly with children,
- having favourites,
- taking photographs of children on their mobile phone,
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door,
- humiliating children.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to confidentially share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empowering staff to share any low-level concerns in line with this policy.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

Responding to low-level concerns

The evaluation of Low-Level Concerns should be agreed in consultation with the LADO in line with [Chapter 7 of the London Safeguarding Children Procedures](#) (see 2.26).

Where this consultation results in the matter being considered to meet the harm/risk of harm threshold, this will warrant the Managing Allegations Against Staff and Volunteer procedures above to be followed.

If the concern is raised via a third party, the Headteacher will collect evidence where necessary by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously,
- to the individual involved and any witnesses.

The Headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's code of conduct.

The Headteacher will be the ultimate decision-maker in respect of all low-level concerns, though they may wish to collaborate with the DSL.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken, and the rationale for decisions and action taken.

Records will be:

- kept confidential, held securely and comply with the DPA 2018 and UK GDPR.
- reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern, to meeting the harm/risk of harm threshold, we will refer it to the LADO.
- retained at least until the individual leaves employment at the school.

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

13. CHILD PROTECTION CONFERENCES

In some circumstances, all professionals involved with a child will be expected to support statutory agencies and provide information relating to the welfare of a child and how to support a child/children and their parent/s or carer/s. One such example is at a child protection conference. There may be circumstances where the Forest Alliance of Nursery Schools may be asked to participate in Child Protection processes pursuant to the Children Act 1989.

Children's Social Care will convene an Initial Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan to monitor the safety of the child and the required reduction in risk.

Staff members may be asked to attend a Child Protection Conference or Core Group meeting on behalf of the Forest Alliance of Nursery Schools. Usually, the person representing the school at these meetings will be the DSL. In any event, the person attending will need to have as much relevant, up to date information about the child as possible; any member of staff may be required to contribute to this process.

All reports for Child Protection Conferences will be prepared in advance using the guidance and template report provided by the relevant Local Authority Children's Social Care team. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional, and academic development and the child's presentation at school. To complete such reports, all relevant information will be sought from staff working with the child.

Clearly Child Protection Conferences can be upsetting for parents. We recognise that we may have more contact with parents than other professionals involved. We will work in an open and honest

way with any parent whose child has been referred to Children's Social Care or whose child is subject to a Child Protection plan. Our responsibility is to promote the protection and welfare of all children, and our aim is to achieve this in partnership with our parents.

14. MANAGING ALLEGATIONS OF CHILD-ON-CHILD ABUSE

The Forest Alliance of Nursery Schools recognises that children can abuse their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh", or "part of growing up".

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of children hurting other children will be dealt with under our school's behaviour policy, however, this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- is serious, and potentially a criminal offence,
- could put children in the school at risk,
- Is violent,
- involves children being forced to use drugs or alcohol,
- involves sexual exploitation, sexual abuse, or sexual harassment, such as indecent exposure, sexual assault, upskirting, or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes).

Procedures for dealing with allegations of child-on-child abuse

If a child makes an allegation of abuse against another child:

- You must record the allegation and inform the DSL, but do not investigate it.
- The DSL may contact Children's Social Care team and follow advice, as well as the Police if the allegation involves a potential criminal offence.
- The DSL will complete a risk assessment and put a support plan in place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The risk assessment will include actions to make the location of any incidents safer, where appropriate.
- The DSL will consider any necessary support or referrals with regards to siblings that may be impacted by identified risk.
- The DSL will contact the children and adolescent mental health services (CAMHS) where appropriate and in line with advice from Children's Social Care and in accordance with the requirements of child and parental consent.

The DSL will take the lead role in any decisions regarding the disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the Police. The fact that another body is investigating or has investigated an incident doesn't (in itself) prevent our school from coming to its own conclusion about what happened and imposing a penalty accordingly. We will consider these matters on a case-by-case basis, considering whether:

- Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or the relevant LA Children's Social Care to determine this.
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing.

We follow the [searching, screening and confiscation in schools](#) guidance in line with our behaviour policy where this activity is deemed necessary and proportionate.

Creating a supportive environment in school and minimising the risk of child-on-child abuse:

The Forest Alliance of Nursery Schools recognises the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
- be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female children, and initiation or hazing type violence with respect to boys.
- ensure children can easily and confidently report abuse.
- ensure staff reassure victims that they are being taken seriously.

Ensure staff are trained to understand:

- Even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”. If they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to.
 - A friend may make a report.
 - A member of staff may overhear a conversation.
 - A child's behaviour might indicate that something is wrong.
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
 - That a child harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.
 - The important role they have to play in preventing child-on-child abuse and responding where they believe a child may be at risk from it.
 - That they should speak to the DSL if they have any concerns.
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side.

Ensure our curriculum helps to educate children about appropriate behaviour and consent:

- We teach young children about consent through our intimate care routines and that at nursery toilets are private places unless you need help.
- We use resources such as [the NSPCC Pants Song](#) to help children develop an understanding that outside of the home bodies are private places.
- We teach our children to say when they do not like something that is happening.
- We develop our children's language and vocabulary so that they can tell if something is happening in their home which means that they do not feel safe.
- We build relationships between the key person and the child so there is a safe person that children can confide in.

Our curriculum is based on the statutory EYFS document and suggested [Development Matters](#) document.

Sharing of nudes and semi-nudes ("sexting")

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must **not**:

- View, copy, print, share, store or save the imagery yourself, or ask a child to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL).
- Delete the imagery or ask the child to delete it.
- Ask the child(ren) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility).
- Share information about the incident with other members of staff, the child(ren) it involves or their, or other, parents and/or carers.
- Say or do anything to blame or shame any young people involved.

You should explain that you need to report the incident and reassure the child(ren) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s).
- If a referral needs to be made to the Police and/or Children's Social Care.
- If it is necessary to view the image(s) to safeguard the young person (in most cases, images or videos should not be viewed).
- What further information is required to decide on the best response.
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown).
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the children involved which would influence risk assessment.
- If there is a need to contact another school, college, setting, or individual.
- Whether to contact parents or carers of the children involved (in most cases parents/carers should be involved).

The DSL will make an immediate referral to Police and/or Children's Social Care if:

- The incident involves an adult.
- There is reason to believe that a young person has been coerced, blackmailed, or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent.
- The imagery involves sexual acts and any child in the images or videos is under 13.
- The DSL has reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above applies then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the Police or Children's Social Care. The decision will be made and recorded.

Further review by the DSL

If at the initial review stage, a decision has been made not to refer to Police and/or Children's Social Care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the children involved (if appropriate).

If at any point in the process there is a concern that a child has been harmed or is at risk of harm, a referral will be made to Children's Social Care and/or the Police immediately.

Informing Parents/Carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the child at risk of harm.

Referring to the Police

If it is necessary to refer an incident to the Police, this will be done by dialling 101.

Recording incidents

We will record all incidents of sharing of nudes and semi-nude and the decisions made in responding to them.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- Put systems in place for children to confidently report abuse.
- Ensure our reporting systems are well promoted, easily understood, and easily accessible for children.
- Make it clear to children that their concerns will be taken seriously and that they can safely express their views and give feedback.
- Make it clear that children can report concerns directly to school staff.

Guidance to support this area can be found within [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) guidance](#).

15. ONLINE SAFETY AND MOBILE PHONES

The Forest Alliance of Nursery Schools recognises the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

Our school aims:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers, and Governors.
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones').
- Set clear guidelines for the use of mobile phones for the whole school community.

- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

The 4 key categories of risk:

Our approach to online safety is based on addressing the following categories of risk:

Content – being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news), and conspiracy theories.

Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.

Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending, and receiving explicit images (e.g., consensual, and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images, and online bullying.

Commerce – risks such as online gambling, inappropriate advertising, phishing, and/or financial scams. If anyone in our schools feels that children or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

How we meet our aims and address the risks

Education and training

Educate children about online safety as part of our curriculum. For example:

- The safe use of social media, the internet, and technology.
- Keeping personal information private.
- How to recognise unacceptable behaviour online.
- How to report any incidents of cyber-bullying, ensuring children are encouraged to do so, including where they are a witness rather than a victim.

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the school's approach towards filtering and monitoring on school devices and networks, children's access to networks via mobile phones, and the risks of online radicalisation. Train staff regularly via staff meetings, our acceptable use policies, and via the FANS Learning Library on WhatsApp and [Padlet](#).

Parents/Carers will be informed about online safety via our website, communications sent directly to them and during parents' meetings. We will also share clear procedures, so Parents/Carers know how to raise concerns about online safety.

Staff are aware of restrictions placed on them with regards to the use of their mobile phone and cameras, for example:

- Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when children are not present.
- Staff will not take pictures or recordings of children on their personal phones or cameras.

Roles and responsibilities

Helen Currie is responsible for online safety in our schools. She treats online safety concerns in line with this Safeguarding policy.

Hasina Rashid has the role of making sure we have robust filtering and monitoring systems. She carries out an annual review of our approach to online safety using the [LGfL Early Years audit](#). She has access to the [Plan technology for your school - GOV.UK](#) resource to support the school.

The Governing Body reviews our systems at least annually to verify that they meet [the DfE standards for filtering and monitoring](#) (March 2025) using [the UK Council for Internet Safety's 2022 advice for governing bodies](#).

Filtering and monitoring

Preventative filtering and reactive monitoring limit children's exposure to the 4 key categories of risk (described above) without unreasonably impacting teaching and learning. They take these forms:

Limiting access to content: online access in our schools is filtered by London Grid for Learning. Their firewall identifies and blocks specific web links and web content in the form of text, images, audio, and video. They send daily reports of blocked sites to the DSL.

Children in our schools only ever go online with an adult who does one or more of: checking the destination URL before the child sees it, using [safe search](#), or using [You Tube Kids](#).

Children do not have access to generative AI. Staff seek consent from Helen Currie as DSL and Alison Emmett as Data Protection Officer if they want to use any new platform or app that has not already been approved by the school, including generative AI. A Data Processing Impact Assessment is completed each time.

Controlling access to devices. Neither children nor parents/carers are allowed to use mobile phones in our schools. However, we also recognise that our nursery children may be left unattended with phones outside school hours and could see images that are not age appropriate either stored on or accessed via such a phone. We [warn families about this when they join our schools, and tell them ways they can guard against it](#). We also recognise that older siblings with mobiles (which have 3,4,5G functionality) may have unrestricted access to the internet and understand that children may engage in harmful behaviour via this technology outside school hours. We recognise this risk could increase the possibility of incidents of child-on-child abuse and bullying, with the sharing of indecent images (consensually or non-consensually), individually or within group chats.

Should staff or visitors discover unsuitable sites or material:

- they turn off the monitor: they do NOT the computer, they do NOT close the window
- they report the concern immediately to a member of staff
- they report the URL of the site to the DSL, to Hasina Rashid, and to SSC on 07794 024043.

We ensure all staff, children, and parents/carers are aware that staff have the power to search any child's phone discovered in school, as set out in the [DfE's guidance on searching, screening and confiscation](#).

The detail of our filtering and monitoring systems is set out in our Online safety policy 2025. Read it on [our website](#).

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, children and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.

The Forest Alliance of Nursery Schools recognises that AI has many uses, including enhancing teaching and learning and in helping to protect and safeguard children. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose children to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio, or video hoaxes that look real.

The Forest Alliance of Nursery Schools will treat any use of AI to access harmful content or bully children in line with this policy and our associated policies.

Staff should be aware of the risks of using AI tools. Before using any AI tool they must:

- secure consent from the Data Protection Officer, and with them, carry out a Data Processing Impact Assessment (DPIA)

- secure the DSL's sign-off of the DPIA
- ensure there is no identifiable information included in what they put into open generative AI tools
- acknowledge or reference the use of generative AI in their work
- fact-check results to make sure the information is accurate
- feed back to the AI any mistakes they find.

Online learning

Where online learning takes place as part of the school offer, staff are advised to adhere to the following guidance:

- No personal contact information will be shared with parents and carers or children.
- Children and their families will be reminded that children should be in an appropriate place to take part in online learning, not in their bedrooms, and that their clothing should be appropriate.
- The background will need to be blurred and staff should be in professional dress.

Further guidance for staff can be found here:

- [Teachers and school staff - UK Safer Internet Centre](#)

16. HOW CHILDREN ARE TAUGHT ABOUT SAFEGUARDING

Children are taught about safeguarding through the following:

- Personal, social and emotional development (PSED) curriculum.
- Understanding the World UW
- All children are notified as to the identity of the DSL and Deputy and how to contact them.
- Families are taught how to help their children keep themselves safe online. Children are taught how to do this in an age-appropriate way. This is outlined in the Online safety policy.

Our Relationships, sex, and health policy sets out the way in which teaching children about building relationships, kindness in relationships, to say "Stop! I don't like it!" when they don't like something someone does, age-appropriate language about child-on-child abuse, and that they are never at fault to speak up is embedded in our Curricular Goals. What we teach and the way we teach it changes to fit the emotional development of each child.

17. WORKING WITH CHILDREN, PARENTS & CARERS

The Forest Alliance of Nursery Schools is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

When children join the Forest Alliance of Nursery Schools parents and carers are informed that we have a safeguarding policy. A copy is provided to parents/carers on request and is available on [our website](#). Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Social Care.

We are committed to working with parents positively, openly, and honestly. We ensure that all parents/carers are treated with respect, dignity, and courtesy. We respect parents'/carer's rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so to safeguard a child from harm.

We will seek to work together with parents to support any worries or concerns we may have about their child unless to do so may place a child at increased risk of harm.

To keep children safe and provide appropriate care for them, the Forest Alliance of Nursery Schools requires parents/carers to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives.
- Full names and contact details of all persons with parental responsibility (if different from above) and contact details of a significant adult (a minimum of 2 to 3 contacts per child).
- Emergency contact details (if different from above).
- Full details of any other adult authorised by the parent to collect the child (if different from the above).

The Forest Alliance of Nursery Schools will retain this information on file. Information about children will only be shared with adults who have parental responsibility for that child or with those for whom an individual with parental responsibility has given permission, and we have been supplied with the adult's full details in writing.

18. CHECKING THE IDENTITY AND SUITABILITY OF VISITORS

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in via the visitor's book and wear a visitor's badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the Local Authority or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out. If this is provided, we will not request to see the DBS certificate.

All other visitors, including visiting musicians, will always be accompanied by a member of staff. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise children or staff.

19. USE OF SCHOOL SITE BY EXTERNAL ORGANISATIONS

The Forest Alliance of Nursery Schools recognises our responsibilities should we receive an allegation relating to an incident that happens when an individual or organisation which uses our school premises for the purposes of running activities for children and will adhere to our school safeguarding policies and procedures, including informing the Waltham Forest LADO.

We will also ensure that any organisation using our school premises has suitable safeguarding arrangements in place where they deliver services to children.

20. SAFER RECRUITMENT

The Forest Alliance of Nursery Schools will ensure that a Safer Recruitment policy is in place and updated annually, and that it is followed for the recruitment of all permanent and temporary staff, and volunteers.

Safer recruitment means that we will ensure the following:

Planning and Advertising

- Every job description and person specification include responsibility for safeguarding.

Interviewing

- The interview process will include a question/questions regarding a candidate's understanding of safeguarding and their motivation to be working with children.
- Verify the preferred candidate's mental and physical fitness to carry out their work responsibilities.
- At least one member of each recruitment panel will have attended safer recruitment training.

Vetting

- Obtain references for all shortlisted candidates via reference proforma, including internal candidates, and follow-up with the referee by phone.
- Carry out additional or alternative checks for applicants who have lived or worked outside the UK.
- Undertake an online search for all shortlisted candidates to identify any incidents or issues that are publicly available online which might require further exploration with the applicant during interview.
- Ensure that applicants for teaching posts are not subject to a prohibition order.
- Check that anyone in a Governor position at the school is not the subject of an S128 direction prohibiting or restricting them.
- Applicants will only begin work after providing DBS certificates. Exceptionally, if an individual starts work in regulated activity before the DBS certificate is available, the individual must be appropriately supervised with a risk assessment in place and the employment remains conditional on suitably clear checks.
- Barred List checks will always be taken prior to the individual starting to work in a school or college.

Appointment

- Offers of employment are fully conditional on obtaining a satisfactory DBS certificate and complete references using a references proforma (that requests whether candidates would be re-employed for the same post and whether there have ever been any safeguarding concerns), followed up by verification via telephone.
- Where a candidate has an entry/entries on their DBS, a risk assessment will be carried out pursuant to the Rehabilitation of Offenders Act to ensure suitability.

Induction

- Once appointed, a full safeguarding induction process must be put in place for all new staff, that includes rigorous monitoring in order to pick up any concerns early.
- All staff are required to sign to confirm they have received a copy of the safeguarding policy and Staff Behaviour Policy (code of conduct), and that they have read relevant sections of [Keeping Children Safe in Education](#) for their role.

Third Party Organisations

- The Forest Alliance of Nursery Schools obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children. This includes the staff in any alternative provision commissioned by the schools.
- We will ensure that any staff from third party organisations have suitable and up-to-date training in safeguarding.
- Trainees and students on placements should be subject to the same checks as other members of staff. However, fee-funded trainee teachers' checks should be carried out by the training provider and should be judged by the provider to be suitable to work with children. The school is not required to record details of fee-funded trainees on the Single Central Record. However, the school requires written confirmation from the provider that these checks have been carried out and are satisfactory.
- Where a risk assessment has been carried out pursuant to the Rehabilitation of Offenders Act, the school will request sight of the risk assessment to ensure it is in agreement.

Recording

- The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with Part 3 of [Keeping Children Safe in Education](#).

Our Safer Recruitment procedures include that all job applicants will:

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

Volunteers

- Volunteers will undergo checks commensurate with their work in the school and contact with children. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.
- Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role.

Contractors

- The schools check the identity of all contractors and their staff on arrival at the school/college and requests verification of DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in regulated activity, barred list checks are also requested.
- Contractors who have not undergone checks will not be allowed to work unsupervised or in regulated activity.

21. SAFER WORKING PRACTICE

All staff or volunteers at the Forest Alliance of Nursery Schools who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident, and safe to do so.

All staff will be provided with a copy of our policy relating to conduct during induction. They will be expected to know and adhere to our policy on conduct and carry out their duties in accordance with this advice.

If staff, visitors, volunteers, or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. Advice can be found in [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

22. LINKS WITH OTHER POLICIES

To underpin the values and ethos of our school and the intent to ensure that children are appropriately safeguarded, this policy links to the following policies and procedures:

Getting Along Together

Different But Equal

Admissions and Transitions Policy

Staff Code of Conduct

Governors' Code of Conduct

Capability procedures

Online Safety Policy

Supporting Children with Medical Conditions Policy

Data Protection Policy

Data Retention Schedule
 Recruitment and Selection Policy
 Volunteers Policy
 Induction Policy
 Staff Handbooks, parts 1, 2 & 3
 Whistleblowing Policy

23. LOCAL AUTHORITY DETAILS

Multi-Agency Safeguarding Hub (MASH) Single point of referral for Early Help, Child Protection and Adults' Safeguarding in Waltham Forest	Phone: 020 8496 2310 Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm Out of Hours: 020 8496 3000 Email: MASHrequests@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
LADO Team Allegations against staff and volunteers (ASV)	Phone: 020 8496 3646 Email: LADO@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
Safeguarding in Education Team Consultations / Training / Support (traded service)	Phone: 020 8496 3646 Email: safeguardingineducation@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a phone response within 24 hours during normal business hours
Early Help	Phone: 020 8496 1517 Email: earlyhelp@walthamforest.gov.uk
Virtual School	Phone: 020 8496 1741 Email: virtual.school@walthamforest.gov.uk Head of Virtual School: fay.blyth@walthamforest.gov.uk
Special Educational Needs & Disability (SEND) Service [formerly known as Disability Enablement Service (DES)]	Phone: 020 8496 6503 Email: senteam@walthamforest.gov.uk
Special Educational Needs and Disabilities Information, Advice and Support Service	Phone: 07494 280 073 Email: sendiasswalthamf@centre404.org.uk
Local Safeguarding Children Board (LSCB)	Email: strategicpartnerships@walthamforest.gov.uk

Local Safeguarding Partners (LSPs)	
Child Death Overview Panel (CDOP) notifications	Phone: 020 8496 3691 Email: CDOP@walthamforest.gov.uk
Female Genital Mutilation (FGM) Community Safety	Refer via MASH Phone: 020 8496 3281 Email: vawg@walthamforest.gov.uk
Prevent Community Safety	Refer via MASH Phone: 020 8496 3000 Mob: 07816150037 Email: Prevent@walthamforest.gov.uk
Gangs Community Safety	Refer via MASH Email: communitysafety@walthamforest.gov.uk
Adolescent Safeguarding Lead Children's Social Care	Refer via MASH Email: Maximillen.Woods@walthamforest.gov.uk
Harmful Sexual Behaviour Lead Children's Social Care	Refer via MASH Email: tracey.goddard@walthamforest.gov.uk Tel: 020 8496 5027 Mob: 0797 476 8433
MARAC / DRM queries	Refer via MASH MASHrequests@walthamforest.gov.uk
Mental Health First Aid / Public Health	catherine.hutchinson@walthamforest.gov.uk
Private Fostering	Refer via MASH Email: charlotte.andrews@walthamforest.gov.uk Phone: 020 8496 1235 Mob: 07730 766 429
Violence against women and girls (VAWG) & Domestic Abuse one-stop-shop	Refer via MASH Email: vawg@walthamforest.gov.uk ; domesticabuseadvice@walthamforest.gov.uk

End of policy