



WALTHAMSTOW HALL  
SEVENOAKS

## **SAFEGUARDING (CHILD PROTECTION) POLICY** **including Early Years Foundation Stage**

### **AIMS**

To promote a child centred and coordinated approach to safeguarding

*Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.*

*No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. (KCSIE Sept 2018)*

The Designated Safeguarding Lead (DSL) is Miss Stephanie Ferro and the Deputy DSLs are Carl Hughes and Diane Wood.

The main elements of our Safeguarding Policy are:

1. To show clearly the school's policy and procedure for dealing with concerns about a child, in accordance with locally agreed inter-agency procedures.
2. The school's arrangements for handling allegations of abuse against members of staff, volunteers and the head.
3. The Code of Conduct for Staff.
4. Taking, Using and Storing Images of Children
5. E Safety for Staff and Students
6. Whistleblowing procedures
7. The Staff Recruitment procedures
8. Management of safeguarding including the appointment of the Designated Safeguarding Lead (DSL) and Deputies.
9. The training of the DSL, staff and volunteers.
10. Arrangements for reviewing the school's safeguarding policies and procedures annually.
11. The school's arrangements to fulfil other safeguarding and welfare responsibilities.
12. Specific policies set out the school's procedures regarding Safeguarding in EYFS.

### **RATIONALE**

The safety and well-being of all our pupils at Walthamstow Hall are our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect that respect, good manners and fair play are shown by everyone so that every pupil can develop her full potential and feel positive about herself as an individual. All pupils should care for and support each other.

As a school, we recognise fully our responsibilities for safeguarding and the contribution it can make to protect children and young people and support pupils at school.

“Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well-placed to observe outward signs of abuse, changes in behaviour or failure to develop” (Working Together – under the Children Act 1989). We are mindful of the evidence given by the NSPCC in January 2009 to Sir Roger Singleton’s **Review of Safeguarding Arrangements in Independent Schools** which stated that “calls to ChildLine highlight worrying concerns about bullying in independent schools. Alongside DBS checks, independent schools must maintain a culture of vigilance about risks to children and a clear understanding about appropriate interaction with children, challenging unacceptable behaviour, providing examples of good conduct and ensuring children and young people know where to turn if they have problems or are being abused.”

This policy has been revised to conform to the requirements of the following statutory guidance ‘Keeping Children Safe in Education,’ September 2018 (KCSIE) KCSIE incorporates the additional statutory guidance ‘Disqualification under the Childcare Act, 2006 (February 2015). The policy also has regard to ‘Working Together to Safeguard Children’ (March 2015) which refers to the non-statutory advice ‘Information Sharing’ (March 2015), and the Prevent Duty (DfE advice for schools June 2015). This policy also includes the ‘Safeguarding children and young people’ policy paper produced by the Charity Commission in July 2014, in particular sections 4 & 5. <https://www.gov.uk/government/publications/safeguarding-children-and-young-people/safeguarding-children-and-young-people>

Our policy applies to all staff, governors and volunteers working in the School.

## **What Is Child Abuse?**

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. They may be abused by an adult or adults or another child or children. Abuse can be physical, emotional, sexual or the result of neglect.

The NSPCC defined child abuse in the following way:

*“Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.”*

*“A child going missing from education is a potential indicator of abuse or neglect – particularly on repeat occasions” KCSIE July 2015*

*Radicalisation, child sexual exploitation (CSE) and female genital mutilation (FGM) are also areas of potential child abuse that all responsible adults need to be alert to and report as necessary, including to the police services (Serious Crime Act 2015) following guidance in the document below that makes reporting of FGM mandatory from 31<sup>st</sup> October 2015.*

*[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469448/FGM-Mandatory-Reporting-procedural-info-FINAL.pdf)*

*“A child may be experiencing abuse if he or she:*

- *is frequently dirty, hungry or inadequately dressed*
- *is left in unsafe situations, or without medical attention*
- *is constantly “put down,” insulted, sworn at or humiliated*
- *seems afraid of parents or carers*
- *is severely bruised or injured*
- *displays sexual behaviour which doesn’t seem appropriate for their age*
- *is growing up in a home where there is domestic violence*
- *is living with parents or carers involved in serious drug or alcohol abuse*

*“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour in circumstances that worry you.”*

*“Abuse is always wrong and it is never the young person’s fault.”*

## **Symptoms**

The NSPCC lists some of the signs and behaviours which may indicate that a child is being ‘in need’ or ‘at risk’:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, whose school work deteriorates, or behave significantly differently, or display aggressive behaviour, or have severe tantrums
- an air of ‘detachment’ or ‘don’t care’ attitude
- overly compliant behaviour
- a ‘watchful attitude’
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child’s age) frequent open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- ‘tummy pains’ with no medical reason
- eating problems, including over-eating or loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home
- suicide attempts
- self- inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not proof per se of abuse, but they may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their safeguarding policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

**All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to: bullying (including cyber bullying), sexual violence, sexual harassment and sexting. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse: please refer to KCSIE Sept 2018 new part 5 and to the school's Anti-Bullying Policy for further information on recognising the signs of bullying and preventative measures, together with staff roles and responsibilities.

**All** staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- criminal exploitation of children
- domestic violence and abuse
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- honour based violence (HBV)
- mental health
- missing children and adults strategy
- peer on peer abuse
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- sexual violence and sexual harassment
- trafficking

## **SAFEGUARDING ARRANGEMENTS**

### **Reporting:-**

**All** school staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the Designated Safeguarding Lead (DSL).

**All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm)

**All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Staff should use the school's 'Green Form' (available in the staff room and at T:\AA-STAFF\School Policies) to report any concerns they have. Further information and contact details are found at: <http://www.kelsi.org.uk/special-education-needs/early-help-and-preventative-services/early-help-contacts>

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care.

**All** staff should be able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. These may include:

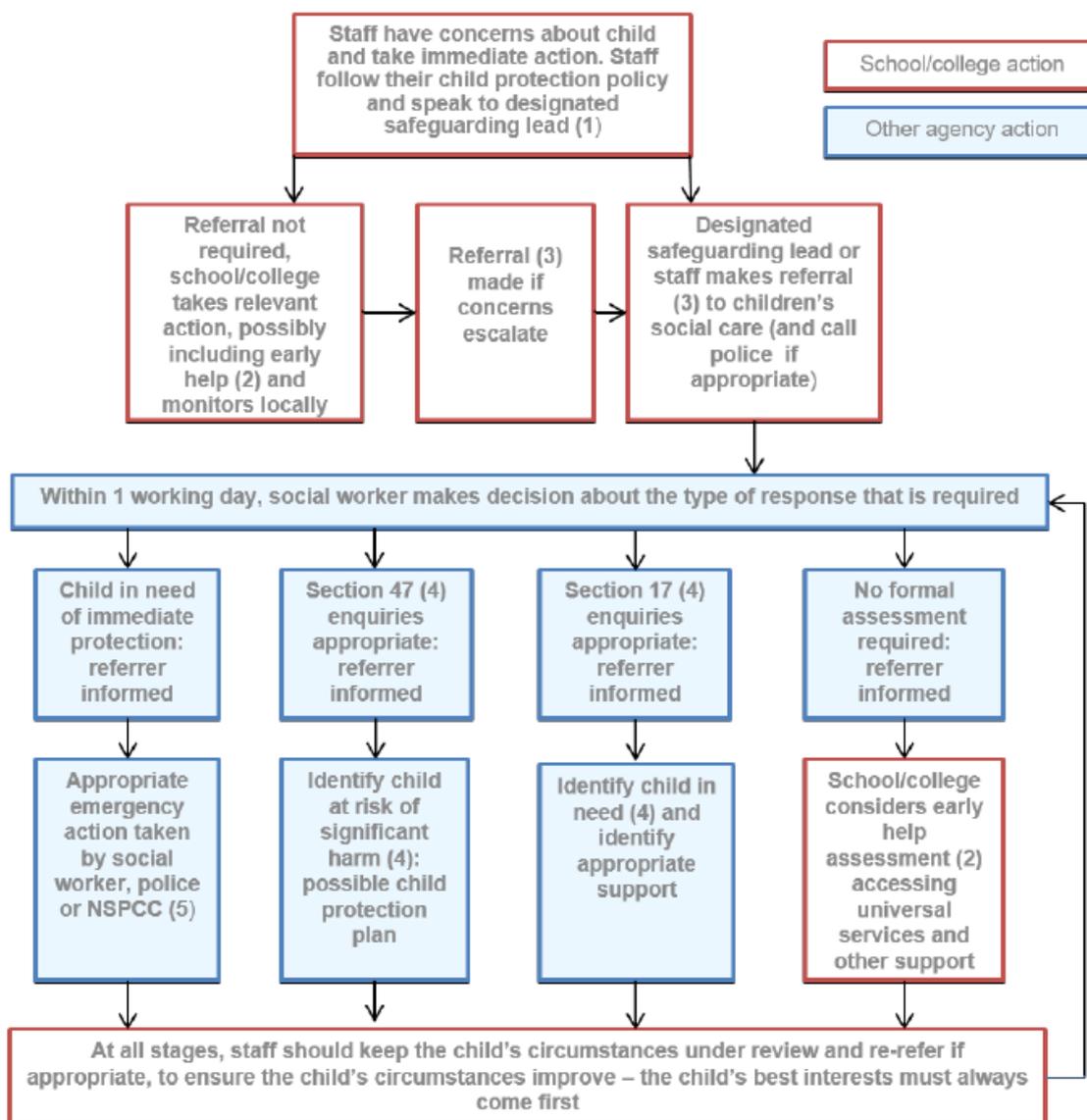
- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the school setting, for example in the child's home; and/or
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

If staff members have **any concerns** about a child's welfare, they will need to decide what action to take. See the flow chart below for setting out the process for staff when they have concerns about a child.

If staff have a concern, they should act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe. Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports school and college staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy) who will help staff decide what to do next.

## Actions where there are concerns about a child



We hope that parents and staff will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and we will always investigate any concerns thoroughly. Open communication is essential; parents have an important role here in supporting the school.

Whenever an allegation or disclosure of abuse has been made ('Working together to safeguard children', March 2015 and 'What to do if you are worried a child is being abused' March 2015), the report should be made to the DSL Miss Ferro on 01732 468702 or [headmistress@whall.school](mailto:headmistress@whall.school). During out of school hours or on out of school activities, staff should use the Out of Hours Number (07871025737). If Miss Ferro is unable to respond to this number, the call will be diverted to one of Deputy DSLs (Carl Hughes and Diane Wood) who have received the same level of training as the DSL. The school will communicate readily with the Local Safeguarding Children Board on 03000 415792 and will follow the detailed provisions set out in section 2.22 of 'Safeguarding Children and Safer Recruitment in Education.' Although this has now been replaced by new statutory guidance

'Keeping Children Safe in Education' (Sept 2018), much of the detail in 'Safeguarding Children and Safer Recruitment in Education' in respect of employment procedures still forms a best practice guide to safer recruitment.

Specifically the school will:

- ensure training in safeguarding (updated regularly) for the DSL and Deputy DSLs. All staff who work with children will receive an annual update at the Autumn Term INSET delivered either by an external provider or the DSL. Temporary and voluntary staff who work with children will be made aware of the arrangements and there will be induction training for all staff and volunteers newly appointed.
- remedy any deficiencies or weaknesses in safeguarding without delay
- ensure that the Governing Body undertakes an annual review of the school's safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. The review will include:
  - key personnel
  - a summary of the training
  - a formal review of this and associated policies
  - a discussion of how the policies are applied
  - an indication of the number and general nature of any incidents reported
  - rigorous and detailed questioning
- in accordance with 'Working Together to Safeguard Children', and the September 2018 statutory guidance, 'Keeping Children safe in Education,' identify Deputy Safeguarding Leads to whom reports should be made in the absence of the DSL, or if she/he is the subject of an allegation.
- provide training by the local social services department or an external welfare agency acceptable to the Local Safeguarding Children Board. (DSLs within school with up-to-date inter-agency training may also provide the training for the other staff).
- do its utmost to ensure that children receive the right help at the right time to address risks and prevent issues escalating. The school recognises the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, re-assessing concerns when situations do not improve, sharing information quickly and challenging inaction.  
(See also the Code of Conduct for Teaching and Support Staff which outlines safeguarding arrangements where children are engaged in close one-to-one teaching).
- manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and the Local Authority Designated Officer (LADO). Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

### **Allegations of Abuse against a member of staff, volunteer or the Headmistress: in accordance with procedures set out in Part Four of KCSIE Sept 2018**

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly and immediately to the Headmistress, but if another member of staff is told first, he/she will ensure that the Headmistress –

as the DSL – is informed immediately. We will not undertake our own investigation of an allegation without prior consultation with the LADO(s) or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases there will be informal discussion with the LADO(s), without naming the school or the individual.

If the Headmistress is unavailable or if she is involved, the Chairman of Governors or the Safeguarding Governor, should be told at once. In the absence of the Headmistress, the Deputy DSL is the Head of the Junior School and/or Deputy Head Senior School. The contact details of the LADO or team of officers are 03000410888 and [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk). They deal in the management and oversight of allegations against people who work with children. If a call is urgent i.e. a child is in immediate danger, and the caller cannot get through to the officer on duty, the call should go through to the Central Referral Unit on 03000411111. For an urgent safeguarding issue outside of office hours, call the Central Duty Out of Hours number on 03000419191.

### **Anonymous Allegations / Whistleblowing**

The school has a policy on whistleblowing. If there is an anonymous allegation of child abuse which names both a member of staff and a child, it will be handled in exactly the same way as if an allegation is made by a known person. Where an allegation names the member of staff but not the pupil, the member of staff would normally be interviewed and asked for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

### **GUIDANCE ON PROCEDURES**

Procedures apply when it is alleged that an individual has:

1. Behaved in way that has/may have harmed a child.
2. Possibly committed a criminal offence against or related to a child.
3. Behaved in a way that indicates she/he could pose a risk of harm if he/she worked regularly or closely with children.

- Procedures need to be applied with common sense and judgement.
- Allegations found to be malicious should be removed from personal records.
- Records must be kept of all other allegations but any that are not substantiated, are unfounded or malicious should not be referred to in any employer references.

### **The First Response**

The School would respond promptly and sensitively to the legitimate concerns of the victim and his or her family and would:

- Take any allegation of abuse, involving a member of staff, very seriously.
- Establish the facts and refer the matter to the LADO(s) for initial discussion and guidance.
- Following consultation with the LADO(s), inform the member of staff concerned honestly of the allegation that has been made and advise him or her – if that is the advice of the LADO(s) – to contact their trade union or professional association for advice and support. N.B. the school will make every effort to manage and minimise stress and maintain confidentiality including guarding against unwanted publicity whilst an allegation is being considered or investigated.
- Inform the child's parents in confidence, asking them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case Social Services will be contacted before making contact with the parents.

## **The Next Step**

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, the school will:

- Contact the LADO at the first opportunity to discuss and agree a course of action which may involve asking the police to conduct an investigation.
- Adhere to the local multi-agency safeguarding arrangements; phone 03000411111
- Consider suspending the member of staff (or volunteer) concerned.

The School's priority is to safeguard the young people in its care. It will give all possible support to a pupil who may have been abused or is involved in an abuse allegation case. The Headmistress, who is the Walthamstow Hall DSL, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians and following the local multi-agency safeguarding arrangements to identify the appropriate strategies.

### **Suspension (*in cases of allegations of abuse*)**

A member of staff should be suspended only if there is a risk of serious harm; it is not the default position. When a member of staff is suspended it is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step and the School will seek advice beforehand from the LADO(s) and would normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child
- The allegations are so serious as to constitute grounds for dismissal, if substantiated
- The police are investigating allegations of criminal misconduct

We recognise fully that we have a duty of care towards all of our staff and would always:

- Keep an open mind until a conclusion has been reached
- Interview a member of staff before suspending him or her and provide reasons and a named contact at school
- Keep him or her informed of progress of the investigation as appropriate

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a colleague, friend or trade union representative.

### **Investigations**

Such investigations as might be deemed necessary and appropriate following discussion with the LADO and/or the police will be conducted with the utmost expediency.

### **Alternatives to Suspension (*in cases of allegations of abuse*)**

The School will always consider, in consultation with the LADO(s), whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties

### **If the Member of Staff (*against whom an allegation of abuse has been made*) resigns**

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. It is the School's policy to complete every investigation into allegations of child abuse.

N.B. A referral to the DBS will be made if the harm test is satisfied (KCSIE 2018) and the individual has harmed or poses a risk of harm to a child or vulnerable adult. [If allegations are founded and the member is in a member of the teaching staff a report will be passed to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching]

## **Allegation Outcome**

The following definitions should be used when determining the outcome of allegation investigations:

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

## **Length of Investigation Process**

The School recognises that everyone's interests are served by completing any investigation process as swiftly as possible. This depends on the nature and scope of the investigation and which agencies are involved.

## **Referrals following Investigation**

Like all schools, we have a statutory legal duty to refer an individual (whether employed, contracted, volunteer or student) where there is a risk that he or she may harm or has caused harm to children, to the DBS. Referral will be made promptly and within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made to the DSL. At Walthamstow Hall the DSL is the Headmistress, Miss S Ferro. If the Headmistress is involved, the report is made to the Chair of Governors or directly to the LADO(s). All members of staff are issued with the contact details of the LADO with whom they may make direct contact if they wish.

## **Referrals of Teacher Misconduct**

Only substantiated allegations would be referred to in references. We have a duty to consider making a referral to the DBS and the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or "conviction, at any time, for a relevant offence". (Further guidance is published on the NCTL website: 'Teacher misconduct: the prohibition of teachers' July 2014). When a referral has been made to the DBS, it is not necessary for a referral also to be made to the NCTL, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an NCTL referral.

## **Recording Allegations of Abuse**

Details of allegations found to have been malicious will be removed from the permanent records. However in all other circumstances at Walthamstow Hall, we will record all allegations of abuse and our subsequent actions, including any disciplinary actions, on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for 10 years, if that is longer.

## **Handling Unfounded, Malicious or Unsubstantiated Allegations**

### **1. The Child**

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

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

### **2. Member of Staff**

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

### **3. Allegations of abuse of a child who is not a pupil at the School**

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

### **4. Allegations involving the Headmistress (the DSL at Walthamstow Hall)**

The Chair of Governors, Mrs Jayne Adams, should be told at once by the Deputy Head/s or Head of the Junior School of any allegation involving the Headmistress. She will be informed without informing the Headmistress and will contact the relevant Social Services Officer within 24 hours. She will obtain legal advice before proceeding to the steps outlined above. The Headmistress will normally be suspended for the duration of the investigation and a

Deputy Head will be made Acting Head until the conclusion of the investigation and resolution of the issue. On conclusion of a case, the school will make a referral to the DBS/NCTL as appropriate and follow guidance outlined in KCSIE 2018, including reviewing the case to learn lessons.

Please see Appendix 3 for Guidance for Walthamstow Hall managers completing checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care

## **Staff Code of Conduct**

At Walthamstow Hall we seek to provide a safe and supportive environment, which secures the well-being and very best outcomes for students in their care.

**If a member of staff does not follow this code of conduct this may lead to disciplinary procedures. A breach of this Code of Conduct should be reported directly to Miss Ferro 01732 468702 or [headmistress@whall.school](mailto:headmistress@whall.school). If the Headmistress is unavailable or if she is involved, the Chair of Governors, Mrs J Adams, should be told at once on 020 3926 9900 or [chairofgovernors@whall.school](mailto:chairofgovernors@whall.school)**

For further details in this respect, please consult the CODE OF CONDUCT FOR TEACHING AND SUPPORT STAFF

## **Use of the Internet, Electronic Devices, Mobile Phones and Cameras**

Walthamstow Hall is committed to the safe use of the internet and all electronic devices. The school makes use of up to date filtering and monitoring software to control and check for inappropriate use of technology. The Network Manager works closely with the Deputy Head and Governors' Safeguarding Lead to ensure that the most appropriate and effective procedures are followed and that every effort is made to minimise the risk of misuse of mobile phone technology by all school staff and pupils who come into the school environment.

There are clear expectations and agreement about when and where the use of mobile phones is allowed. Mobile free areas will be situated in all toilet and changing areas.

Staff will:

- not use their mobile phones during lesson times;
- not take their phone into the classroom if working with children in EYFS. Please refer to the Staff Code of Conduct section 27 regarding the use of cameras in EYFS;
- put phones on silent setting within school (messages may be checked at break times);
- not use their personal mobile phones when supervising children unless it is an emergency situation such as during a school visit;
- keep their personal mobile phones out of reach of children at all times and with the passcode enabled;
- be aware of the need to protect children;
- will not use their personal mobile phones for contacting children and young people, parents, and carers unless it is an emergency;
- will not use their personal mobile phones or other devices to take photographs of children who are pupils at this school;
- understand the need for professional boundaries and clear guidance regarding acceptable use;

- avoid putting themselves into compromising situations which could be misinterpreted and lead to potential allegations;
- know how to minimise risk.;
- have a clear understanding of what constitutes misuse;
- be vigilant and alert to potential warning signs of misuse;
- be responsible for self-moderation of their conduct;
- be aware of the importance of reporting any concerns immediately.

Pupils at the Junior School will:

- avoid bringing mobile phones and other devices into school e.g. iPods, iPads, eReaders.
- in exceptional circumstances, seek permission in advance to bring in mobile phones
- hand mobile phones in to the School Office for safe keeping.

Pupils at the Senior School in Years 7 to 11 will:

- hand mobile phones in at morning registration; phone to be stored in lockers in the Deputy Head's office and returned at the end of the day
- Pupils may collect their phone for use during a particular lesson with the permission of their teacher

Pupils at the Senior School in Years 12 and 13 will:

- be permitted to keep their phones with them during the day but their use is limited to the Sixth Form common room and they should not be used in classrooms, corridors or the dining room
- Any mobile device that accesses the internet via the school Wi-Fi will be subject to the normal school filtering and monitoring systems, the ICT Acceptable Use Policy and the Information Systems Code of Conduct

Following the despatch of the appropriate information and the offer of training, parents and carers are expected to support the school in keeping pupils safe by following our E-Safety Policy and our Taking, Storing and Using Images Policy.

If it is necessary for mobile phone calls and/or texts to be taken or made, any unnecessary disturbance or disruption to pupils must be avoided.

All mobile phone use by staff and pupils is open to scrutiny. The Headmistress reserves the right to withdraw or restrict authorisation for use at any time.

### **Driving**

Any member of staff driving on behalf of the school must ensure their mobile phone is switched off while driving unless using hands free facility.

Staff must not take a call or text when driving unless using hands free facility and it is safe to do so.

For further information please refer to Taking, Using and Storing Images of Children and the E-Safety for Staff and Students policies.

### **Whistleblowing Procedures**

Walthamstow Hall is committed to tackling fraud and other forms of malpractice and treats these issues seriously. We recognise that some concerns may be extremely sensitive and have therefore developed a system which allows for the confidential raising of concerns within the school environment but which also has recourse to an external party outside the management structure of the school.

The School has designated a number of individuals to specifically deal with such matters and the whistleblower is invited to decide which of those individuals would be the most appropriate person to approach on the matter.

Senior school staff report to Miss S Ferro, Headmistress, in person, on 01732 451702 or by email to [headmistress@whall.school](mailto:headmistress@whall.school)

Junior school staff report to Mrs D Wood, Head of the Junior School on 01732 453815 or [head@whall.school](mailto:head@whall.school)

Mrs Wood reports to Miss Ferro

Miss Ferro reports to Chair of Governors

Staff report to Chair of Governors in cases that involve the Headmistress without informing the Headmistress

For further details, please consult the WHISTLEBLOWING POLICY.

### **Safer Employment Practices**

At Walthamstow Hall we follow the Government's recommendations for the safer recruitment and employment of staff who work with children as set out in Part Three paragraphs 146 and 147 of KCSIE Sept 2018, including individuals who have lived or worked outside the UK. All Governors, volunteer helpers, contractors working regularly during term time and adult members of the families of members of staff who live on site are also vetted. More detail is set out in our Staff Recruitment Policy and Procedures (which is on our website). Where the school has cause to dispense with the services of a member of staff due to issues relating to a child abuse case, a full report will be made to the DBS and NCTL.

### **Specific Roles and Responsibilities**

All adults working with or on behalf of children and young people have a responsibility to protect them. Anyone can make a referral to children's social care directly if they believe there is a risk of immediate, serious harm to a child. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

There are, however, key people within the school who have specific responsibilities under child protection procedures.

#### **I. The Designated Safeguarding Lead (DSL)**

- At Walthamstow Hall the Designated Safeguarding Lead (the "named"/"designated" person) is the Headmistress (Miss Stephanie Ferro). The Job Description for Miss Ferro, as the DSL, (see Appendix 2) reflects the requirements from the latest KCSIE document Sept 2018. She is responsible for raising awareness and ensuring that all cases of suspected or actual problems associated with child protection are investigated and dealt with. She co-ordinates action within the School and liaises with the local multi-agency safeguarding arrangements for West Kent and Social Services. The Headmistress, or her delegated representative as necessary, will attend strategy meetings, case conferences and other relevant meetings and liaise closely with social services on all child protection matters.
- The Headmistress is the single point of contact and she oversees and co-ordinates the school's implementation of the Prevent Duty.
- The Deputy Head Mr Carl Hughes is the Deputy DSL in the Senior School and assumes the responsibilities of the Designated Safeguarding Lead in her absence.

- The Head of the Junior School Mrs Diane Wood is a Deputy Designated Safeguarding Lead. She reports any child protection concerns in the Junior School and the Early Years Foundation Stage to the Headmistress.
- The Headmistress reports on child protection issues to the Governing Body regularly and it is a standing item on all Governing Body and staff meeting agendas.

## **2. The Governing Body**

The Governing Body is responsible for reviewing the Safeguarding Policy and Procedures. There is a nominated Governor, Mrs Janet Joynes, or in her absence a member of the Chairman's Group, who has specific responsibility for safeguarding, although he/she will not be given details relating to specific safeguarding cases, as these must be kept confidential. The nominated Governor, who will have received regular training, is responsible for liaising with the Headmistress over matters regarding safeguarding matters to ensure that they are consistent with local procedures through the local multi-agency safeguarding arrangements. The job description for this role is found in Appendix 3.

### **Training and Induction in Child Protection**

- The Headmistress, who is the Designated Safeguarding Lead, and the Deputy DSLs will receive updated multi-agency training, safeguarding training at least every two years. This includes any WRAP (Workshop to Raise Awareness of Prevent) training organised by the local authority – a training programme devised to provide advice and support to other staff members.
- All staff (including teaching and non-teaching staff and Governors) received safeguarding training regularly in line with advice from the local multi-agency safeguarding arrangements. All staff are required to sign to say that they have read at least Part One and Annex A of KCSIE (Sept 2018).
- All new staff receive induction training in child protection on joining the School. (Further details can be found in the Guidance on Policy for Induction of New Staff, Governors and Volunteers in Child Protection)
- All staff are expected to undertake an online general awareness training module on Channel ('Channel General Awareness') so that they can gain a full understanding of the factors that can make people vulnerable to radicalisation.

[All staff underwent training from Kent County Council's Children's Safeguarding Unit in April 2016 And from a Deputy DSL as part of the induction process. Although there is not now a set frequency of staff refresher training, we are committed to ensuring an appropriate schedule, level and focus of training in consultation with the local multi-agency safeguarding arrangements. This includes online safety as well as an appropriate level and focus for training and responsiveness to factors such as child sexual exploitation, criminal exploitation of children, female genital mutilation, radicalisation, cyber-bullying and mental health]

### **Raising Awareness with Pupils**

- All pupils know that there are adults to whom they can turn to if they are worried, including the School Medical Staff.
- Every pupil from Year 3 and above has a student planner with details of where to access confidential advice, including help-lines and web addresses for external specialists such as Child Line, Kidscape and the Samaritans.
- Leadership training and peer mentoring training to prefects, House Captains and older pupils specifically covers the importance of offering support and assistance to younger and to vulnerable pupils.

## Teaching pupils to keep safe

Teaching pupils about safeguarding is done through the curriculum, particularly through the PSHEE programme. In the programme – in a way that is age appropriate – pupils are encouraged to think about and develop ways to reduce safeguarding risks, including the safe use of electronic equipment and the internet as well as an understanding of the risks of bullying, grooming, abuse or radicalisation via the internet or social media by adults or young people. Use is made of internet safety sites such as The UK Safer Internet Centre and CEOP's Thinkuknow website.

In serious cases of abuse between pupils, advice should be sought from the Local Safeguarding Children Board on 03000 415792 and the police informed where necessary

## PROCEDURES FOR SUSPECTED OR REPORTED ALLEGATIONS OF ABUSE

Adults in charge of children or young people should know what to do if they suspect that someone is being abused, or if someone tells them that this is happening. If informed, the DSL will contact Social Services within 24 hours of an allegation of abuse.

The following points give guidance on how an adult should deal with a child in these circumstances:

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

**NB. If, at any time, there is a risk of immediate serious harm to a child, a referral must be made to the LADO immediately. Anybody can make a referral and it does not have to go through the DSL.**

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

### **Missing Pupil Procedures**

Walthamstow Hall has a separate 'Missing Pupil Policy and Procedures' which outlines the steps to be taken in the event of a pupil going missing at either the Senior School or the Junior School as well as a child missing when under the school's responsibility.

### **Specialist settings within school**

Where pupils have one-to-one sessions with a member of staff, eg Music, Drama or Learning Support, they must be in a room with a vision panel in the door or in an open door setting.

### **Risk assessment under the Prevent Duty**

This is the duty of schools under the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Countering extremism and radicalisation form another part of the school's safeguarding duties, similar in nature to protecting children from other harms, eg. drugs, gangs, neglect, sexual exploitation, and female genital mutilation, whether these come from within the family or are the product of outside influences.

The general risk in the area served by Walthamstow Hall appears to be relatively low although as a school we are mindful of the possibility of radicalisation through, for example, online sources and social media. Staff recognise that they are prohibited from inviting into school any speaker who may hold extreme (as defined under the terms of Prevent) views. We will liaise with the LCSB for their assessment of general levels of risk within the local area. As with other safeguarding risks, our staff are expected to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff are also expected to use their professional judgement in such cases and act proportionately.

### **Looked after children**

The Headmistress is appropriately trained to promote the educational achievement of children who are looked after. The Children Act 1989 states: 'A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours.' She has all the information needed in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with the consent of parents or on an interim or full care order) and contact arrangements with both parents or those with parental responsibility. She also has information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her. As the Designated Safeguarding Lead, she has the relevant details of the child's social worker and other related information.

### **Records and Monitoring**

Well-kept records are essential to good child protection practice. In her capacity as the Designated Safeguarding Lead, the Headmistress keeps confidential records of referral information and feedback from the agencies involved with individual cases. This information is

kept secure and separate from other school records. Any electronic records must be encrypted and password protected.

As soon as a girl is offered a place at Walthamstow Hall a letter is sent to their feeder school requesting any information on any Child Protection issues surrounding that child.

Individual teachers are made aware of any children on this register at the start of each academic year, or within the year as concerns arise. They are also made aware of the confidentiality of information and that it is only shared on a 'need to know' basis. If a child transfer or leaves, the school to which they are transferring is contacted and information is passed on to the named person to alert them to the need to monitor.

Walthamstow Hall takes child protection seriously and follows rigorous safer recruitment practices throughout the recruitment process. All adults who work in School, whether paid or not, undergo an Enhanced Disclosure and Barring Service check.

Anyone who is appointed to carry out teaching work from 3 April 2014 has an additional check made to ensure that they are not prohibited from teaching under a Prohibition Order from the Secretary of State.

Any person 'whose services are no longer used because he/she is considered unsuitable to work with children' will be reported to the Secretary of State via the Department for Education within one month of leaving the School.

### **Disqualification by association**

The School follows the requirements laid down in the Childcare Act 2006 and the Statutory Guidance, February 2015 on disqualification by association. Details are in the Walthamstow Hall Staff Recruitment Policy and Procedures.

This policy has regard to the guidance issued by the Secretary of State.

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

Revised Oct 2018  
Next review date June 2019

Signed: ..... Date: .....

Mrs J Adams  
Chair of Governors



WALTHAMSTOW HALL  
SEVENOAKS

## Appendix I

### JOB DESCRIPTION FOR THE DESIGNATED SAFEGUARDING LEAD AND DEPUTY SAFEGUARDING LEADS

This job description has been drawn up with due regard to Keeping Children Safe in Education Guidance September 2018.

The DSL takes **lead responsibility** for safeguarding and child protection.

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

The DSL is expected to:

#### Manage referrals

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

#### Work with others

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

#### Undertake training

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

All DSLs undertake Prevent awareness training.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Among all staff, encourage a culture of listening to children, taking account of their wishes and feelings, and any measures the school may put in place to protect them.

### **Raise Awareness**

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

### **Child protection file**

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

### **Availability**

- During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, in exceptional circumstances availability may be via phone and/or Skype.
- For any out of hours/out of term activities, an emergency number 07871025737 will be used to contact the DSL or Deputy DSLs.

## Appendix 2



WALTHAMSTOW HALL  
SEVENOAKS

### JOB DESCRIPTION FOR THE NOMINATED SAFEGUARDING GOVERNOR

#### Background:

The publication 'Working together to safeguard children' (March 2015) provides statutory guidance on inter-agency working to safeguard and promote the welfare of children. This guidance requires schools to have 'a senior board level lead to take leadership responsibility for the organisation's safeguarding arrangements'. Many schools choose to achieve this by nominating a Safeguarding Governor who is responsible for the oversight of safeguarding policies and procedures on behalf of the Governing Body. It should, however, be noted that this in no way alters the fact that the full Governing Body remains collectively responsible for safeguarding.

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

#### Role and Duties:

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

- 1.1 champion the promotion of well-being, safeguarding issues at the highest level within the School;
- 1.2 encourage other members of the Governing Body to develop their understanding of the Governing Body's responsibilities with regard to well-being, safeguarding and child protection and support them in the performance of these duties;
- 1.3 ensure that the Governing Body regularly reviews the Safeguarding (Child Protection) Policy and associated procedures which have proper regard to prevailing regulations, guidance, standards and advice;
- 1.4 be familiar with the local multi-agency safeguarding arrangements and procedures relating to safeguarding and associated issues, contributing to inter-agency working;
- 1.5 contribute to ensuring any deficiencies in the School's safeguarding practices brought to Governors' attention from any source are investigated and addressed;
- 1.6 meet regularly with the School's Designated Safeguarding Lead in order to monitor the effectiveness of the School's SCP Policy and procedures and the implementation of these across the School. It is recommended that this is at least a termly meeting;
- 1.7 ensure that the Governing Body receives a report on the implementation of the School's SCP Policy and procedures to support the full Governing Body's review of safeguarding in the School at the Autumn Governing Body meeting (or earlier if needed in response to changes to the law, policy or statutory guidance or as appropriate in response to specific incidents) in accordance with all statutory guidance;

- 1.8 alert the Governing Body to any incident which the SG regards as a substantiated safeguarding incident;
  - 1.9 ensure that the Designated Safeguarding Lead is part of the School's senior leadership team, and has sufficient time and resources at her disposal to carry out her duties effectively;
  - 1.10 ensure that the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads receive appropriate annual training;
  - 1.11 ensure that arrangements are in place for the inclusion of safeguarding training on the School's procedures in an induction programme for all people working in the school, no matter for how long, nor the status of that individual;
  - 1.12 ensure safer recruitment procedures are in place and implemented with appropriate checks undertaken on all new staff and volunteers;
  - 1.13 review the School's Single Central Register on at least a termly basis, after undertaking sufficient training to be able to interrogate the register and identify potential deficiencies. It is recommended that at least one review per year is on an unannounced basis;
  - 1.14 be aware of how safeguarding issues, including guidance on adjusting behaviours to reduce risks, the safer use of electronic devices, social media and the internet, as well as advice on who to turn to for help, are properly addressed through the curriculum and schemes of work;
  - 1.15 ensure that the Governing Body carries out regular risk assessments of factors particular to the School which have a bearing on the profile of particular well-being and safeguarding issues, such as (without limitation) historical concerns, looked after children, mental health, body image, self-harm, children missing education, radicalisation, pupils performing a caring role at home, children with special educational needs or learning difficulties, those for whom English is an additional language, child sexual exploitation, criminal exploitation of children, female genital mutilation and cyberbullying;
  - 1.16 both provide to, and seek from, the local authority and other relevant agencies information about how effectively and fully the Governing Body's duties in respect of safeguarding have been discharged, where appropriate or requested.
- 2 The identity of and contact details for the Nominated Safeguarding Governor, together with an outline of his / her duties, will be publicised widely within the School community to ensure that pupils, parents, staff and Governors understand the purpose and importance of the role.
- 3 Each of the Nominated Safeguarding Governor and the Chair of the Governing Body will undertake appropriate training in accordance with any guidance issued by the Kent Safeguarding Children Board's to fulfil the respective roles and responsibilities.



WALTHAMSTOW HALL  
SEVENOAKS

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

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



**WALTHAMSTOW HALL**  
SEVENOAKS

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

- 1 Name and position of staff who is the subject of allegations/complaint:  
.....
- 2 Is the complaint: Written or verbal? (*please delete as necessary*)
- 3 Complaint made by: .....  
Relationship to child: .....
- 4 Name of child: ..... Age and d.o.b. ....
- 5 Parent's/carers name(s) and address: .....  
.....
- 6 Date of alleged incident/s .....
- 7 Did the child attend/were they seen on this/these dates: .....
- 8 Nature of complaint (*if received in writing see guidance*) .....  
.....  
.....
- 9 Other relevant information (*continue on a separate sheet if needed*): .....
- 10 Social Services contact at (Specific department, *date and time to be specified*).....  
.....
- 11 ISI informed at (*date and time*) .....
- 12 Further actions advised by Social Services Dept. as listed above and ISI : .....
- .....

Your name and position: .....  
Signature: ..... Date & Time: .....