



THE LLOYD PARK CHILDREN'S CHARITY  
14.0 SAFEGUARDING POLICY

Updated July 2023

**Lloyd Park**  
**Children's Charity**

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## Key Setting Information

<b>Name of Setting and DfE or Ofsted Registration No.</b>	The Lloyd Park Centre EY283352	The Higham Hill Centre EY348487	The Valley Centre EY2555128	Children and Family Centre Team
<b>Setting Type</b>	Registered Childcare Setting			CFC Universal and Universal + Services
<b>Setting Main Phone Number</b>	020 8531 9522	020 8527 1737	020 3150 2313	020 8527 1737
<b>Setting Main Email</b>	lpc@tlpcc.org.uk	hhdc@tlpcc.org.uk	info@tlpcc.org.uk	info@tlpcc.org.uk
<b>Setting Address</b>	The Lloyd Park Centre Winns Avenue Entrance Lloyd Park Walthamstow E17 5JW	313 Billet Road Walthamstow E17 5PX	The Valley Centre, (Access via Burnside Avenue), 3 Ching Way, Chingford, London, E4 8YD	313 Billet Road Walthamstow E17 5PX
<b>Designated Safeguarding Lead</b>	<b>Hayley Baxter</b> <b>0208531 9522</b> <a href="mailto:Hayleyb@tlpcc.org.uk">Hayleyb@tlpcc.org.uk</a> <b>Uzma Qureshi</b> <b>0203150 2313</b> <a href="mailto:uzmaq@tlpcc.org.uk">uzmaq@tlpcc.org.uk</a>	<b>Helen Hinsley</b> <b>02085271737</b> <a href="mailto:helenh@tlpcc.org.uk">helenh@tlpcc.org.uk</a> <b>Debbie Arthy</b> <b>0208527 1737</b> <a href="mailto:debbiea@tlpcc.org.uk">debbiea@tlpcc.org.uk</a>	<b>Hayley Baxter</b> <b>02031502313</b> <a href="mailto:hayleyb@tlpcc.org.uk">hayleyb@tlpcc.org.uk</a>	<b>Lilien Lucic</b> <a href="mailto:lilienl@tlpcc.org.uk">lilienl@tlpcc.org.uk</a> <b>Ruhksana Rashid</b> <a href="mailto:ruhksanar@tlpcc.org.uk">ruhksanar@tlpcc.org.uk</a> <b>Alison Henderson</b> <a href="mailto:alisonh@tlpcc.org.uk">alisonh@tlpcc.org.uk</a> <b>Keri Cooper</b> 07545206829 <a href="mailto:keric@tlpcc.org.uk">keric@tlpcc.org.uk</a> <b>Sarah Marsh</b> 07714495001 <a href="mailto:sarahm@tlpcc.org.uk">sarahm@tlpcc.org.uk</a>
<b>Designated Safeguarding Lead Team.</b>	See Safeguarding poster			
<b>Named Person responsible for Allegations</b>	Hayley Baxter	Helen Hinsley	Hayley Baxter	Ruhksana Rashid Alison Henderson

<b>against staff in setting</b>				
<b>Inclusion Manager</b>	Allison Walker 02085319522 <a href="mailto:allisonw@tlpcc.org.uk">allisonw@tlpcc.org.uk</a>			
<b>CEO</b>	Wendy Fields 02085271737 <a href="mailto:wendyf@tlpcc.org.uk">wendyf@tlpcc.org.uk</a>			
<b>Chair of Trustees</b>	Bisi Oyekanmi <a href="mailto:mountleonard@gmail.com">mountleonard@gmail.com</a>			
<b>Trustee Lead responsibility for Safeguarding</b>	Bethany Winning			

This is a Core Model Safeguarding Policy that forms part of the induction for all staff students and volunteers. It is a requirement that all members of staff, students and volunteers have access to this policy and sign to say they have read and have understood its contents.

## Responsibility of the Trustee board

The overall responsibility for the compliance with statutory safeguarding requirements lies collectively with the Trustees board. The nominated person is Wendy Fields, Bethany Winning has the lead responsibility for safeguarding on the Trustee board. The board of Trustees is responsible for ensuring that there are appropriate policies and procedures in place for action to be taken in a timely manner to safeguard and promote the welfare of the children.

We recognise that everyone who comes into contact with the children and their families / carers has a role to play. To fulfil this responsibility effectively we will make sure that our approach is a child centred one. This means in terms of actions taken we will always consider what is in the best interests of the child.

At the Lloyd Park Children's Charity, we acknowledge that we the Trustees and the employees are in a unique position to observe any changes in a child's behaviour or appearance which could alert us to safeguarding concerns about their well-being. This is especially important in children who are unable to communicate through spoken language e.g. babies, very young children and children with SEND.

We are therefore guided by the following key principles.

- All children have the right to be safe and should be protected from all forms of abuse and neglect
- Safeguarding children is everyone's responsibility
- It is better to help children as early as possible before issues escalate and become more damaging
- Children and families are best supported and protected when there is a coordinated response from all agencies.
- Anyone making a disclosure of abuse will be taken seriously and supported appropriately.

As part of our ongoing commitment to safeguarding children in our care we will ensure that this policy is readily available for professionals, parents and partners, to access via our website [www.tlpcc.org.uk](http://www.tlpcc.org.uk). We will ensure that parents are also given access to the policy prior to children attending the setting and following each update. Where English is not the parents first language, support and consideration will be given to access the information.

We will ensure all staff are supported to read, understand and put the policy into practice. We will ensure staff access safeguarding and child protection training at a minimum annually and receive support and supervision. In addition to this Safeguarding Policy we also have other supporting policies and procedures in place to enable us to ensure that all children in our care are supported and feel safe.

***EYFS 2021 3.26 - Providers must ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care. EG Settings must be in a position to keep records in English, liaise with other agencies in English, summon emergency help and to understand instructions such as those for the safety of medicine and food hygiene.***

## **Purpose and Aims**

This Safeguarding policy of The Lloyd Park Children Charity applies to all staff, including paid staff, volunteers, sessional workers, agency staff, one-off visitors, students or anyone working on behalf of the setting.

The aim of our safeguarding and child protection policy across all The Lloyd Park Children's Charity Services and to provide all staff trustees, visitors and volunteers with a framework which will enable them to holistically safeguard and promote the welfare of all children in the setting.

The Statutory Framework for the Early Years Foundation Stage 2021 (latest edition Sept 2021) <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> sets out the standards for learning development, assessment and the safeguarding and welfare requirements which we will meet in order to ensure that all children learn and develop well and are kept healthy and safe.

To meet this requirement, we will ensure that all our staff are trained to understand the settings safeguarding policy and procedures and that they are up to date with knowledge of safeguarding issues which will enable them to identify the signs and symptoms of possible abuse.

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

- Protecting children from maltreatment;
- Preventing 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

We acknowledge that we are in a unique position to observe any changes in a child's behaviour or appearance which could alert us to safeguarding concerns about their well-being. This is especially important in children who are unable to communicate through spoken language e.g. babies, very young children and children with SEND.

We are therefore guided by the following key principles;

- all children have the right to be safe and should be protected from all forms of abuse and neglect
- safeguarding children is everyone's responsibility
- it is better to help children as early as possible before issues escalate and become more damaging
- Children and families are best supported and protected when there is a coordinated response from all agencies.

## **Our commitment to children**

As part of our ongoing commitment to safeguarding children in our care we will ensure that this policy is readily available for professionals, parents and partners, to access via our website [www.tlpcc.org.uk](http://www.tlpcc.org.uk) or hard copies are available in every Children and Family Centre HUB and nursery setting. We will ensure that parents are also given access to the policy prior to children attending the setting and following each update. Where English is not the parents first language support and consideration will be given to access the information.

We will ensure all staff are supported to read, understand and put the policy into practice. This we will do through the process of training, support and supervision.

In addition to this Safeguarding policy, we also have other supporting policies and procedures in place to enable us to ensure that all children in our care are supported and feel safe.

## **Video Conferencing**

When using Video Conferencing tools, we will follow the following guidelines:

- Hosts will provide joining instructions and will join before others are invited into the group.
- Specific meeting ID and passwords will be used for each group and will not be shared publicly unless the meeting is intended to be public.
- Parent/ carers must not share meeting ID or Passwords.
- Participants will join a waiting room until the hosts start the group.

- Hosts to sit with plain background, as much as possible, limit personal objects in the background or use a virtual background.
- No screen shots/ private recordings allowed.
- Closed door session, only agreed participants and employees or volunteers of TLPCC allowed, no family, or friends in your household to take part.
- when using video conferencing tools for children's activities hosts will be mindful of children's rights and choices, they might not want to take part that's fine.

## Children's Rights and Entitlements

The Lloyd Park Children's Charity promotes children's right to be strong, resilient and listened to by:

- Creating an environment in our settings that encourages children to develop a positive self-image.
- Encouraging children to develop a sense of autonomy and independence.
- Enabling children to have the self-confidence and the vocabulary to resist inappropriate approaches.
- Helping children to establish and sustain satisfying relationships within their families, with peers, and with other adults including those separated from their home.
- Building parents' understanding of, and commitment to, the principles of safeguarding.
- Defining harm and abuse as any action that could be considered to negatively impact on children's rights and entitlements.
- Recognising that separation of a child from their home and family signifies a disruption in their lives that has impact on their emotional well-being, attachment and resilience.

The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to'.

To be **strong** means to be:

- secure in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied upon.
- safe and valued as individuals in their home life and in relationships beyond the family, such as day care or school;
- self-assured and able to form a positive sense of themselves – including all aspects of their identity and heritage;



- included equally and feel they belong in early years settings and in community life;
- confident in their abilities and proud of their achievements;
- progressing optimally in all aspects of their development and learning;
- part of a peer group in which they learn to negotiate, develop social skills and identify as global citizens, respecting the rights of others in a diverse world; and
- able to represent themselves and participate in aspects of service delivery that affect them, as well as aspects of key decisions that affect their lives.

To be **resilient** means to:

- be sure of their self-worth and dignity;
- be able to be assertive and state their needs effectively;
- be able to overcome difficulties and problems;
- be positive in their outlook on life;
- be able to cope with challenge and change;
- have a sense of justice towards self and others;
- to develop a sense of responsibility towards self and others; and
- to be able to represent themselves and others in key decision-making processes.

To be **listened to** means:

- adults who are close to children recognise their need and right to express and communicate their thoughts, feelings and ideas;
- adults who are close to children are able to tune in to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated;
- adults who are close to children are able to respond appropriately and, when required, act upon their understanding of what children express and communicate; and
- adults respect children's rights and facilitate children's participation and representation in imaginative and child centred ways in all aspects of core services.

## **Obligatory practice for all staff**

At The Lloyd Park Children's Charity, we recognise that we as individuals:

- are responsible for safeguarding
- must be able to identify the signs and symptoms of abuse
- must be able to identify concerns (Early Help / Child in Need / Child Protection / Allegations Against Professionals)
- must be familiar with internal reporting procedures and processes (reporting safeguarding concerns to DSLs, and allegations only to Proprietor/similar)
- must refer concerns to children's social care in the absence of Designated Safeguarding Leads (DSL)
- must ensure that all safeguarding concerns are shared promptly with DSLs

- must be able to challenge professional safeguarding decisions internally/ externally with other agencies
- must refer/ escalate a case if we disagree with the DSL not to refer, with respect and transparency
- must be able to whistle blow when required
- In addition, we are also aware as individuals regardless of where we work within our setting that we are responsible for reading and reviewing the safeguarding policies.

## Working in partnership

We will work in partnership with all agencies i.e. LBWF Safeguarding in Education & Local Authority Designated Officer (LADO) service, Early Help, Multi Agency Safeguarding Hub (MASH), Social Care, Health and the Police to ensure the children's safety and welfare is always paramount. We will also seek to establish effective working relationships with both parents, carers and other colleagues so that we can develop and provide activities and opportunities that will enable and equip the children in our care with the necessary skills that they will need to develop protective behaviours and life skills to keep themselves safe from harm.

As part of our partnership working, we will make available information to parents and carers with regards to the following

- how the setting supports children with special educational needs and disabilities
  - food and drinks provided for children
  - details of all our safeguarding policies and procedures  
all providers except childminders (see paragraph 3.3 of page 39 EYFS 2021) must make copies available on request including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting
  - staffing in the setting; the name of their child's key person and their role; and a telephone number for parents and/or carers to contact in an emergency
- EYFS 2021 3.74**

## Designated Safeguarding Lead Team

The Lloyd Park Children's Charity, the Designated Safeguarding Lead Team (DSL), have responsibility for oversight and implementation of the organisation's safeguarding and child protection policies and procedures.

Leads are:

- Keri Cooper – 07545 206829
- Helen Hinsley – 07745 495005
- Hayley Baxter – 07394570396
- Lilien Lucic- 07545431891
- Ruhksana Rashid- 07545206826
- Alison Henderson- 07483060132
- Sarah Burgess- 0208 5271737
- Debbie Arthy – 02085271737
- Uzma Qureshi – 02031502313
- Sarah Marsh - 07714495001

We have a named DSL team, this mean we will ensure that there a DSL always available to deal with safeguarding concerns promptly.

The Trustee with lead responsibility for safeguarding will ensure that the DSL Team is provided with regular support, advice, training and supervision to enable and empower them to fulfil this role.

To safeguard children our Designated Safeguarding Lead (DSL) Team will undertake formal DSL training at a minimum of every two years. This will be to equip and provide them with the knowledge and skills required to carry out the role of the DSL and support staff. In addition, a member of the DSL team will attend regular DSL forums and will access safeguarding updates, developments and training relevant to the role of the DSL. Any relevant information for staff will disseminated. The DSL team will also have access to the Waltham Forest Safeguarding Handbook for DSL's to support them in effective practice.

This responsibility of the DSL team includes:

- being the operational person with delegated lead responsibility for safeguarding in the setting
- Inducting staff about emergency procedures, safeguarding, child protection and health and safety arrangements
- liaison with Trustees at the setting, local statutory children's service agencies, Waltham Forest Safeguarding Children's Board (WSCB) and any other agencies concerned with the protection of children where required, including social care, police and health colleagues.
- Providing safeguarding advice, training to staff, students, volunteers and guidance on an ongoing basis.
- Ensuring the transfer or receipt of child protection files where children leave the setting or arrive at the setting from another setting.
- Representing the setting at inter-agency meetings including strategy discussions, child protection conferences, core group meetings, children in need meetings;
- Managing and monitoring the setting's role in Early Help Processes.

## **Safeguarding & the Welfare Requirements of the Early Years Foundation Stage**

The Early Years Foundation Stage 2021 (EYFS) Statutory Framework sets out the standards for learning development, assessment and the safeguarding and welfare requirements which all early year's providers must meet in order to ensure the children learn and develop well and are kept healthy and safe.

To meet this requirement, we will ensure that all our staff are trained to understand the settings safeguarding policy and procedures and that they have up to date knowledge of safeguarding issues which will enable them to identify the signs and symptoms of possible abuse.

### **Visitors**

To ensure the safety of the children in the setting we have procedures in place for recording the details of visitors and the purpose of their visit. The settings security procedures ensure that the possibility of unauthorised persons having access to the children is minimised.

#### **External visitors; contractors.**

Prior to any work commencing a copy of the setting's safeguarding policy and procedures will be made available to all external visitors and / or contractors when visiting the setting and prior to any works commencing to ensure that they are conversant with the arrangements for safeguarding in our setting.

Under no circumstances will visitors/contractors be allowed unsupervised access to the children. Visitors/ contractors will always be supervised whilst on the nursery premises, especially when in the areas the children use. In addition to these arrangements, we ask that parents do not open or hold the door for other persons to gain access to the building without being vetted by the team.

## **Mobile phones, Smart watches, Photography and Technology in the Nursery**

To ensure the safety of the children in the setting we operate a 'no mobile phone usage' policy in the children's environment for both parents' visitors and staff. To enforce this policy, staff phones and smart watches are kept in their locker. In terms of visitors to the setting, they will be asked to leave their mobile phone/ smart watches in their bags or office whilst on the premises. Should they need to make a call, they can do this either in the setting Office or another area where there are no children as directed by the manager or DSL.

As a setting we recognise information technology provides learning opportunities for children. We also acknowledge that not all encounters with information technology are positive and as such can be harmful to the safety and the wellbeing of children.

For this reason, when using information technology programmes and equipment we will:

Ensure that our approach is child-centred, considering always what is in the best interest of the child. We will safeguard children both preventatively and responsively and ensure that we deliver a broad and balanced curriculum response to online safety that will enable children and parents to learn about the risks of new technologies and social media and to use these responsibly both at the setting and at home.

safeguard children from potentially harmful and inappropriate online material we will ensure that our ICT equipment at our setting has filtering controls.

we will complete an annual review of our online safety policy. This will be to consider and evaluate the risks posed to the children whilst participating in online activities.

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

**The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) . The helpline provides expert advice and support for school and college staff with regards to online safety issues**

**<https://www.thinkuknow.co.uk/> from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online**

<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations>

## **Ratios**

To ensure the safety and the wellbeing of the children in our setting we will ensure we follow the current recommended ratios and qualifications for the safe care of children as set out in the statutory framework for the Early Years Foundation Stage in the setting, these are as follows:

- For children under two, one member of staff to every three children at least one member of staff within the group will hold a full and relevant level 3 qualification and will have suitable experience of working with children under two
- For children aged two one member of staff for every four children at least one member of staff will hold a relevant level 3 qualification. At least half of all other staff in the group will hold a relevant level 2 qualification
- For children aged three where there is a suitably qualified level 6 or persons with qualified teacher status working directly with the children the ratio can be one member of staff for each thirteen children.
- For children aged three where there is no suitably qualified level 6 or persons with qualified there will be one member of staff for every eight children. At

least one member of staff will hold a full and relevant level 3 qualification and at least half will hold a relevant level 2 qualification.

- Only those aged 17 or over will be included in the child staff ratios. Where there are staff under 17 years of age, they will always be supervised.
- Students and volunteers on long-term placement aged 17 or over and staff working as apprentices in early education aged 16 or over may only be included in the ratios if satisfied that they are competent and responsible.
- At least one person who has a current Paediatric First Aid (PFA) will always be on the premises and available when children are present, and will accompany children when they go on outings.

\*\*To check qualifications are full and relevant <https://www.gov.uk/guidance/early-years-qualifications-finder>

## **Staffing Policy (includes Key Person)**

At the Lloyd Park Children's Charity, we acknowledge the contribution to safeguarding the Key Person role can make in ensuring that all children in the setting feel safe, secure and assured that they will be listened to and appropriate action taken should they feel or become unsafe. To ensure this every child at the setting will be allocated a key person on joining the setting.

The setting will make every attempt to deploy the Key Persons so that they are with their Key children as much as possible.

The manager of the setting will ensure that all staff are effectively deployed throughout the day to meet the statutory requirements of the statutory framework for the early year's foundation stage

Should there be times that we become short of staffing first we will rearrange the grouping of the children with a view to seeing if we can still safely meet the children's needs and the minimum ratios. Where this is not possible, we will enlist the services of vetted childcare agency staff. On doing so we will ensure that all agency staff prior to working with the children will be inducted into the settings policies and procedures and that they will work closely with another senior member of staff to provide consistent care for the children.

## **Supervision of staff**

To ensure nursery staff are supported and developed to effectively carry out their role in protecting and safeguarding children in their care, the settings practice is led by the nursery manager who is a qualified at minimum level 3 Early Years Practitioner. This practitioner has the responsibility for ensuring that procedures are in place for all staff to receive regular formal supervision that will provide staff with an

opportunity to review their performance, practice and development in working with the children and their families.

The supervision all staff access will provide opportunities to:

- discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns
- identify solutions to address issues as they arise
- receive coaching to improve their personal effectiveness **EYFS 2021, 3.23**

## Safer Recruitment

We are an equal opportunity employer and are committed to using non-discriminatory procedures in our recruitment process, to ensure all candidates who apply for employment with The Lloyd Park Children's Charity are treated fairly and that we recruit people who are suitable to fulfil the requirement of their role.

- To recruit we pay regards to the [Keeping Children Safe in Education 2021](#) and the [EYFS 2021 3.9, 3.10, 3.12](#) and [Criminal record checks for childminders and childcare workers](#) and the [London Child Protection 5th edition](#).
- To prevent unsuitable people working with children in our setting we have put in place a robust safer recruitment procedure.

In doing so we will ensure:

- At least one member of the recruitment panel will be trained in Safer Recruitment.

For every job role within the setting there will be a job description detailing the job role which will also include the responsibility of the member of staff to safeguard and promote the welfare of children,

To recruit staff we will ensure that at least one member of every interview panel has completed safer recruitment training and:

- All candidates will be subjected to qualification and identity checks
- an enhanced DBS certificate which includes barred list information check will be undertaken for all candidates
- All records will be kept which relate to the employment of staff and volunteers, thus demonstrating that checks have been undertaken, including the date and number of the enhanced child barring DBS and CRB check.
- All new staff are required to produce documentation that confirms they have the right to work in the UK.

- All permanent appointments to The Lloyd Park Children's Charity will be subject to a probationary period of 6 months All staff and or volunteers will be fully inducted into the setting with regards to understanding the safeguarding policy and procedures of the setting and will be trained to identify signs and symptoms of possible abuse EYFS 2021

All Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children-whether received before, or at the point of recruitment

For staff including volunteers who work in our childcare provision or who are directly concerned with the management of such provision (trustees, management committee members), we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Disqualification under the Childcare Act 2006, Childcare (Disqualification) (Extended Entitlement) Regulations 2009

## Legislative & Guidance Framework

Under Section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage.

This Safeguarding policy and procedure has been developed in accordance with the principles established by the Children Act 1989; and is in line with the following statutory and departmental guidance:

- Statutory Framework for the Early Years Foundation Stage 2021  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>  
Safeguarding and Welfare requirements)
- Keeping Children Safe in Education 2021  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Working Together to Safeguard Children 2018  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- What to do if you are worried a child is being abused 2015  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)
- Inspecting safeguarding in early years, education and skills settings 2022 [Inspecting safeguarding in early years, education and skills – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-settings)
- Prevent Duty guidance for England and Wales 2021 [Prevent duty guidance – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/prevent-duty-guidance)



- “Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers” 2018  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safe\\_guarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safe_guarding_services.pdf)
- Safeguarding children and protecting professionals in early years settings: Online safety guidance for practitioners 2019  
<https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners>
- Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safe\\_guarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safe_guarding_services.pdf)
- Statutory guidance SEND code of practice: 0 to 25 years  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Early Years Inspection Handbook for Ofsted Registered Provision 2022 [Early years inspection handbook – GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-inspection-handbook)
- [The London Child Protection Procedures](https://www.londoncp.co.uk) - <https://www.londoncp.co.uk>

## Defining Abuse – Signs & Symptoms

All staff in our setting are aware of the signs and symptoms of abuse. As early years practitioners we recognise the additional barriers that exist when recognising the signs of abuse and neglect in children who have special educational needs and/or disabilities.

There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

These four categories of abuse and the possible indicators are detailed in the Department of Education's 'Working Together to Safeguard Children' 2018 statutory guidance. It should be noted that those listed are not a definitive list, though children's poor behaviour maybe a sign that they are suffering harm or that they have been traumatised by abuse, some children may present these behaviours for reasons other than abuse.

It is important that all staff working within The Lloyd Park Children's Charity are aware of the indicators of abuse and that they should always **consult when concerned.**

<b>Type of Abuse</b>	<b>Possible Indicators</b>
<p><b>Neglect</b> The persistent failure to meet a child's basic physical and psychological needs, likely to result in the serious impairments of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:</p> <p>provide food, clothing and shelter;</p> <p>protect a child from physical and emotional harm or danger;</p> <p>ensure adequate supervision;</p> <p>ensure access to appropriate medical care or treatment.</p>	<p>Obvious signs of lack of care including:</p> <p>Problems with personal hygiene;</p> <p>Constant hunger;</p> <p>Inadequate clothing;</p> <p>Emaciation;</p> <p>Lateness or non-attendance at the setting;</p> <p>Poor relationship with peers;</p> <p>Untreated medical problems;</p> <p>Compulsive stealing and scavenging;</p> <p>Rocking, hair twisting, thumb sucking;</p> <p>Running away;</p> <p>Low self-esteem.</p>
<p><b>Physical Abuse</b></p> <p>May involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child e.g. FGM, Breast ironing. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child</p>	<p>Physical signs that do not tally with the given account of occurrence</p> <p>conflicting or unrealistic explanations of cause repeated injuries delay in reporting or seeking medical advice.</p>
<p><b>Sexual Abuse</b></p> <p>Forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, penetrative or non-penetrative acts and also includes involving children in watching</p>	<p>Sudden changes in behaviour</p> <p>Displays of affection which are sexual and age inappropriate</p> <p>Tendency to cling or need constant reassurance</p> <p>Tendency to cry easily</p>

<p>pornographic material or watching sexual acts.</p>	<p>Regression to younger behaviour – e.g. thumb sucking, acting like a baby</p> <p>Unexplained gifts or money</p> <p>Depression and withdrawal</p> <p>Wetting/soiling day or night</p> <p>Fear of undressing for PE</p>
<p><b>Emotional Abuse</b></p> <p>The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.</p>	<p>Rejection</p> <p>Isolation</p> <p>child being blamed for actions of adults</p> <p>child being used as carer for younger siblings</p> <p>affection and basic emotional care giving/warmth, persistently absent or withheld.</p>

## Bruising in babies

Should we observe bruising in a baby who is not crawling, cruising or independently mobile we will raise the concern with the child's parent in the first instance depending on the timing and the nature of the concern. In all cases bruising in pre-mobile children a referral will be made to MASH.

<https://learning.nspcc.org.uk/research-resources/pre-2013/bruises-children-core-info-leaflet>

## Peer-on-peer abuse

We are aware that peer-on-peer abuse does take place amongst young children. This may take the form of bullying, physically hurting another child, emotional abuse and or sexual abuse. Where the abuse is of a sexual nature we will report this form of abuse in the same way as we do for adults abusing children, and will take advice from the Multi -Agency Safeguarding Hub ( MASH) to access support for both the victim and the perpetrator, as they too could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves. Should the abuse be other than sexual we will use the setting's policy on managing behaviour

## 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.

For children seeing, hearing or knowing of a parent being abused is a traumatic experience and can have long-term damaging emotional and psychological effects. Wherever Domestic Violence is suspected in a home where a child is resident, we at the Lloyd Park Children's Charity will refer this information to the MASH team, who have a duty to investigate. We will also offer support and signpost parents to external agencies, if appropriate, so parents are supported

**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

<https://www.nspcc.org.uk/what-is-child-abuse/spotting-signs-child-abuse/>

Refuge what is domestic violence/effects of domestic violence on children

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>

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.

SafeLives: young people and domestic abuse

<https://safelives.org.uk/sites/default/files/resources/Safe%20Young%20Lives%20web.pdf>

## So-called 'honour-based' abuse (HBA)

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

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

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

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

## **Thematic Safeguarding**

Whilst this list is not exhaustive, our setting has regard to the following thematic safeguarding areas as issues that can affect those we deliver services to. We maintain links with our local safeguarding children partnership and community to ensure we are updated in relation to thematic safeguarding.

## **Private Fostering**

A private fostering arrangement is one that is made privately (without any involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. Both birth parents, private foster carers and persons who are seeking to arrange for a child to be privately fostered are required by law to notify the Waltham Forest Council's Children's Services department of the arrangement.

Should we become aware that a child is being privately fostered we will notify the Multi Agency Safeguarding Hub (MASH) team.

## **Female Genital Mutilation (FGM)**

We have a legal duty to protect all children in our care under the Working Together to Safeguard Children 2018 agenda. This duty extends to protecting young girls and women from FGM, an illegal and extremely harmful practise and a form of abuse. All

staff in our setting have received training to increase their awareness of the practice and harm FGM causes.

We recognise that children are at higher risk if FGM if this has already been carried out on their mother, sister or a member of their extended family (HM Government, 2016). In consideration of this we will always maintain a culture of vigilance.

Should a child in our care show any signs and symptoms of FGM or we have good reason to believe that the child is at risk of FGM, we will refer the child using our existing standard safeguarding procedures as it is a form of child abuse. However, should we think a child is in immediate danger we will contact the police on 999.

Link to e-learning <https://www.fgmelearning.co.uk/>

## **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

## **Prevent**

The safeguarding and Welfare Requirements, Child Protection (EYFS 2021) states 'Providers must be alert to any issues for concern in a child's life at home or elsewhere, meeting this requirement Providers must have and implement a policy, and procedures, to safeguard children'. As part of the arrangements to safeguard the children we are committed to the Prevent Duty to help protect children from radicalisation and extremism under section 26 of the Counter-Terrorism and Security Act 2015. To do this we will do by:

- Understanding our own role and responsibilities on how to protect children from extremism
- Promoting and embed fundamental British Values in the setting through the activities and policies of the setting

- Ensuring that staff have up to date training that provides them with the knowledge on how to identify children at risk.
- Monitoring children's attendance and following up absences

Link to Prevent online training

<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

The Local Authority Senior Programme Manager (Prevent Education) is Amy Strode who can be contacted on:

Email: [Amy.strode@walthamforest.gov.uk](mailto:Amy.strode@walthamforest.gov.uk)

Telephone: 07816150037.

## **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of our setting safeguarding approach.

- Extremism<sup>106</sup> is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation<sup>107</sup> refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism<sup>108</sup> is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability.

Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

## Setting Specific Policies

The safeguarding policy should be read in conjunction with our setting's specific policies, procedures and other protocols:

- Achieving Positive Behaviour
- Employee Handbook
- Information and Data Protection Policy and Privacy Statement
- Health and Safety Policy (Fire Safety Procedure, Accident, Medicine, Sickness Procedure and Code of Practice for Health and Hygiene, Whistleblowing Procedure)
- Arrival and Departure Policy
- Valuing Diversity and Promoting Inclusion and Equality Policy
- Missing Child
- Complaints Policy
- Food and Drink Policy
- Supporting Children with Special Education Needs (SEND)
- Volunteer Policy
- Student Policy
- Uncollected Child Policy

All our policies are adopted and signed off by the Chair of the Trustee Board at the appropriate review period.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding, we will review and update our policies and procedures as appropriate and update the policy accordingly.

## The voice of the child

The Lloyd Park Children's charity will ensure that our approach to safeguarding children in our care is always child centred. This means we will always consider, what is in the best interests of the child. Along with this we will try to understand the lived experience of the child in each family, setting or neighbourhood, so that we can give the child a voice in their own safeguarding to ensure that their voice is understood and incorporated into all plans to support and protect them.

**[Keeping Children Safe in Education 2022](#) requires staff to have an awareness that children do not always have the ability to recognise or report abuse. There is an emphasis upon staff building trusting relationships with children, using professional curiosity, and speaking to the DSL about any concerns for a child.**

## Supporting children

At the Lloyd Park Children's Charity, we will:



- Ensure that our approach is child-centred, considering always what is in the best interest of the child.
- We will safeguard children both preventatively and responsively and ensure that we deliver a broad and balanced curriculum response to online safety that will enable children and parents to learn about the risks of new technologies and social media and to use these responsibly both at the setting and at home.

To safeguard children from potentially harmful and inappropriate online material we will ensure that our ICT equipment at our setting has filtering controls.

- We will also ensure that: - We have clear standards of behaviour for staff / volunteers and children / young people.
- Promote good health, effective management of medical conditions including the management of medication **EYFS 2021 3.46, 3.47)** and the development of self-care in children.
- Sleeping children are checked frequently to ensure that they are safe **EYFS 2021 3.60.**
- Liaise and work together with other support services and those agencies involved in safeguarding children.
- Manage children's behaviour by anticipating possible concerns, prevention strategies, and clear, fair responses to challenging behaviour.
- Monitor all children who have been identified as having welfare or safeguarding concerns and provide appropriate support.
- That we release children into the care of individuals who have been notified to us by the parent, and will ensure that children do not leave the premises unsupervised. **EYFS 2021, 3.63**
- Maintain records that document safeguarding concerns over time, including low-level worries about a child or young people that together may paint a picture of concern.
- Ensure that our policies and procedures relating to safeguarding and wellbeing are updated annually in collaboration with the board of governors/ proprietors.
- Ensure that all staff understand the additional safeguarding vulnerabilities for certain groups of children and how to address them.

Additional vulnerabilities and characteristics in children under five include:

- Children who are looked after by the Local Authority.
- Children previously looked after by the Local Authority.
- Children showing signs of being drawn in to anti-social or criminal behaviour.
- Children at risk of modern slavery, trafficking or exploitation.
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- Children showing early signs of abuse and/or neglect.
- Children at risk of being radicalised or exploited.
- Privately fostered children.
- Children with special educational needs or disabilities.

## Special Educational Needs

All staff at the Lloyd Park Children's Charity are aware of the signs and symptoms of abuse. As Early Years Practitioners we/I recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group of children.

These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- 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; and
- communication barriers and difficulties in overcoming these barriers.

## Children and mental health and wellbeing

We at the Lloyd Park Children's Charity recognise mental health and wellbeing can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or even exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can impact on their mental health, behaviour and in turn impact on their education. Our setting will identify the additional needs of these children and provide extra monitoring and support to mitigate these additional barriers. The DSL will liaise with mental health professionals where safeguarding concerns are linked to mental health, ensuring that children are heard and understood. As part of this referrals will be made to mental health professionals and or early help for further support.

At our setting we aim to take a trauma informed approach to support the children in the setting, considering their lived experience, and using this to inform how best to support them in terms of their welfare and engage them with learning.

In general, we will always discuss any concerns the setting may have with the child's parents. Parents need to know that we are worried about their child. However, we will not discuss our concerns if we believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

If we decide not to discuss our concerns with the child's parents or carers this will be recorded in the child's safeguarding file with a full explanation for our decision.

For further information and guidance on children with mental health concerns visit <https://www.annafreud.org/early-years/>

## Dealing with disclosures made by children

Should a child make a disclosure of abuse as with all Child Protection concerns, we will act on the information immediately. If staff are concerned that a child may be at risk or is suffering abuse, they must report the concern to one of the centre's DSL Team.

If a child makes a disclosure or an allegation of abuse against an adult or another child or young person, it is important that staff:

- Stay calm and listen carefully.
- Reassure them that they have done the right thing in telling you.
- Use your professional curiosity, Do not investigate but ask open questions to establish the facts . (what, where, when)
- Let them know that you will need to tell someone else.
- Do not promise to keep what they have told you a secret.
- Inform a Designated Safeguarding Lead as soon as possible.
- Make a written record of the allegation disclosure or incident, (using the child's words where possible) which you must sign, date and record your position using the setting's 'CPOne. (concern about a child's welfare & safety' form See Appendix 3).
- Ensure the child is ok before leaving them

Where an allegation is made against a staff member, the DSL will immediately contact the LADO and will advise the Centre Manager of the matter, unless the allegation relates to the Manager or DSL, in which case, the CEO will be advised and will consider procedures relating to managing allegations against staff.

We are aware that parents are normally the first point of contact should a concern arise regarding their child. If a suspicion of abuse is recorded, we will inform parents at the same time the report is made. The only exception to this taking place is where we have been advised by the LADO/MASH /Children's Social Care /Police not to do so. This will usually be in the event where the parent or family member is the likely abuser or where a child may be endangered by the sharing of information. Where staff are of the view that informing parents or carers may increase the risk to a child/children, sharing of information will be agreed within a multi-agency forum such as a strategy meeting / discussion. Decisions and agreements regarding the sharing of information should be recorded within the child's safeguarding file"

In any event the nursery will continue to welcome the child and the family whilst enquiries are being made in relation to abuse. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

## **What to do if you're worried a child is being abused: advice for practitioners**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

### **Information Sharing**

The Lloyd Park Children Charity view information sharing as an essential part of our arrangements to safeguard the children we work with and in our care. As part of this we acknowledge that there may be concerns about a child or family which could be considered low- level, in such cases we will share information as necessary to protect the child.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Any information shared will be done on a need to know basis to aid the effective assessment and identifying of children at risk. Any information shared will be in line with guidance from the local authority and police and in line with our data protection policy

The Data Protection Act 2018 contains "safeguarding of children and individuals at risk" as a processing condition enabling "special category personal data" to be processed and to be shared. This allows practitioners to share without consent if it is not possible to gain consent, if consent cannot reasonably be gained, or if gaining consent would place a child at risk.

**For further information see our Information and data protection policy**

### **Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information sharing advice practitioners safeguarding services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

### **Information about the child**

As a provider we will ensure that we record information for each child in our care as follows:

full name; date of birth; name address of every parent and/or carer who is known to us (and information about any other person who has parental responsibility for the child); which parent(s) and/or carer(s) the child normally lives with; and emergency contact details for parents and/or carers. **EYFS 2021 3.73**

## Referrals

The Multi-agency Safeguarding Hub (MASH) is Waltham Forest's single point of referral to social care for concerns regarding children and young people

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

Referrals to the Multi-agency Safeguarding Hub (MASH) should be made immediately when there is a concern that the child is suffering significant harm or is likely to do so.

It is good practice to notify MASH by phone and/or email to discuss the case prior to sending a written referral. This will help determine the level of intervention and will also give children's social care and the police time to make arrangements to come and see the child that same day in the nursery if deemed necessary.

In our setting the DSL ordinarily takes responsibility for the referral process, in consultation with staff who know the child. Still, there are circumstances where another member of staff must refer without delay:

- If for some reason, the DSL is not available, the referral will be made without delay by one of the DSL team, manager or another member of staff
- If you disagree with your DSL's decision not to refer a case to MASH, it is your responsibility to refer the case, and to respectfully inform the DSL that you are doing so.
- Should another member of staff refer instead, the DSL will be consulted and updated as soon as possible.

It is noted that all adults in our setting, including the DSL, have a duty to refer all known or suspected cases of abuse to the relevant agency including MASH (Multi Agency Safeguarding Hub), LADO, or the Police. Where a disclosure is made to a visiting staff member from a different agency, e.g. Early Years Consultants, Health Visitors, it is the responsibility of that agency staff to formally report the referral to the Setting's DSL in the first instance and to follow their organisations procedures. Any records made should be kept securely on the Child Protection file

### **Holding children in the setting after a MASH referral**

Sometimes MASH social workers and police will want to see a child on the day of referral to ensure that they are safe to go home. In such cases, they will ask you to keep the child in setting until the visit has taken place.

Because it can take time to organise the visit with an available social worker and police officer, sometimes families will be asked to wait at the setting before a child is released to them, and they may be asked not to see their child during this time.

This can be stressful and uncomfortable for both the setting and families and sometimes all are kept at the setting until late in the evening. The setting should prepare families for the length of time this process can take and treat them with compassion and understanding and make every attempt to facilitate this difficult process.

Although settings do not have legal powers to remove or detain children, both police and social workers do have such powers, and it is at their request that the setting are holding the child. For this reason, families are strongly advised to cooperate in order to ensure the best chances that children will be able to go home that evening.

## **Escalation**

If you have concerns regarding the lack of response to professional opinions and judgements expressed by your staff about safeguarding matters including concerns that social care services are not taking appropriate actions regarding the well-being of a child or are not responding in a timely fashion to your concerns.

Professional disagreements (escalation) will be responded to in line with WFSCB procedures and DSLs may request support via the Education Safeguarding Service [https://www.walthamforest.gov.uk/sites/default/files/childrens\\_escalation\\_letter\\_december\\_2019.pdf](https://www.walthamforest.gov.uk/sites/default/files/childrens_escalation_letter_december_2019.pdf)

## **Early Help-Identifying children and families who would benefit from early help**

Providing early help is more effective in promoting the welfare of children than reacting later. 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.

NSPCC: "Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life. Early help services can be delivered to parents, children or whole families, but their main focus is to improve outcomes for children. For example, services may help parents who are living in challenging circumstances provide a safe and loving environment for their child. Or, if a child is displaying risk-taking behaviour, early help practitioners might work with the child and their parents to find out the reasons for the child's behaviour and put strategies in place to help keep them safe".

In line with our responsibilities under the Working Together to Safeguard Children agenda (2018) we are committed to identifying those children who would benefit from Early Help support.

Link to Waltham Forest Early Help guidance:

<https://www.walthamforest.gov.uk/content/early-help-support-families-0>

<https://thehub.walthamforest.gov.uk/news/guide-thresholds-and-practice-working-children-and-families-waltham-forest>

## Quality Assurance

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL.

We will complete a self-assessment audit of the settings safeguarding arrangements at frequencies specified by the WFSCB and using the audit tool provide by the Safeguarding in Education team for this purpose

## Whistleblowing

The Public Interest Disclosure Act 1998 amended the Employment Rights Act 1996 and it provides protection for individuals who raise legitimate concerns about specified matters, outlined below. These are called qualifying disclosures. A qualifying disclosure is one made in good faith by an individual who has a reasonable belief that:

- a criminal offence (including fraudulent and corrupt behaviour, eg theft, fraud or malpractice)
- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment
- a breach of any other legal obligation, or
- concealment of any of the above.

It is not necessary for you to have proof that such an act is being, has been, or is likely to be, committed. You do, however, need to hold a reasonable belief of such an action having been, being or likely to be carried out. If you make such a protected disclosure, you have the right not to be dismissed, subjected to any other detriment, or victimised. This is the case even were it to materialise that you were genuinely mistaken. We will not tolerate any individual being subjected to a detriment as a result of their making a disclosure in good faith. Under the law, interns, contractors or volunteers, are not afforded the same legal protection that is afforded to employees.

You can raise your concern at any time about a current incident or in relation to something that happened in the past or you believe will happen in the near future. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. For this reason, all staff at are aware that they have a duty to raise concerns about the attitude or actions of colleagues via the settings whistleblowing and complaints policies and that they have a right to seek appropriate advice from the following

- LADO & safeguarding team telephone number 02084963646 (9-5pm Monday to Friday) email [Safeguardingineducation@walthamforest.gov.uk](mailto:Safeguardingineducation@walthamforest.gov.uk)
- Ofsted telephone number call our whistleblowing hotline on 0300 1233155 (8am to 6pm, Monday to Friday) email [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk) write to: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD
- NSPCC Contact the Whistleblowing Advice Line
- Call 0800 028 0285 or Email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Allegations against staff and volunteers

If an allegation is made or information is received about any member of staff (or volunteer) who works in our setting or another setting who has:

- Behave towards a child or children in a way that indicates they may pose a risk of harm to children;
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children;

either of the above concerns will be brought to the immediate attention of the **DSL** at the earliest opportunity.

Should an allegation be made against the **Designated Safeguarding Lead**, this will be reported to the **CEO**.

### The DSL or CEO will:

seek advice from the LADO at the earliest opportunity (at least within one working day). *The LADO who needs to be contacted is the LADO where the individual is working with children.* No member of staff will undertake further investigations before receiving advice from the LADO.

In all cases, any allegation made will be referred to the LADO immediately and followed up in writing within 1 working day. As part of the allegation management process the DSL will consider the safeguarding arrangements for the child or young person to ensure they are safeguarded from the alleged abuser, together with:

- Contact the parents or carers of the child/young person if advised to do so by the LADO.
- Consider the rights of the staff member for a fair and equal process of investigation.
- Inform Ofsted of allegation within 14 days of the allegation.
- Ensure that the appropriate disciplinary procedures are followed including whether suspending a member of staff from work until the outcome of any investigation if this is deemed necessary.
- Ensure any decision made in any strategy meeting is acted on.



## DBS Referrals

A DBS referral can and will take place at any time during the Allegations / Disciplinary process and will take place at the earliest stage possible. Circumstances may arise in which we consider that we should make a referral in the interests of safeguarding children or vulnerable adults even if we have not removed the person from working in regulated activity; this could include acting on the advice of the police or a safeguarding professional, or in situations where we don't have enough evidence to dismiss or remove a person from working with vulnerable groups. Making DBS referrals where the referral conditions are not met, will be done in consideration of relevant employment and data protection laws.

When employing supply staff, both the Lloyd Park Children's Charity and the agency have a responsibility to refer as above. If an allegation is made against the DSL of our setting, the matter should be brought to the attention of the Deputy DSL or the manager of the setting or the registered person.

The full procedures for dealing with allegations against staff can be found in Keeping Children Safe in Education 2022

[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://www.gov.uk/guidance/keeping-children-safe-in-education-2022)

Further information and guidance on making DBS referrals can be found on the link below

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs#should-i-make-a-referral-when-an-allegation-is-first-made-or-when-i-temporarily-suspend-someone>

## APPENDICES

### APPENDIX 1: The responsibility of the DSL

The responsibilities of the DSL include:

- Being the operational person with delegated lead responsibility for safeguarding in the setting Inducting staff about emergency procedures, safeguarding, child protection and health and safety arrangements including risk assessments for the settings activities **EYFS 2021, 3.65, 3.66**
- Providing support advice, training to both staff students, volunteers and guidance to all on an ongoing basis with regards to specific safeguarding issues
- Liaising with **Trustees at the setting**, local Statutory children's service agencies, Waltham Forest Safeguarding Children's Board (WSCB) and all other agencies concerned with the protection of children, including social services, police and health colleagues.
- Referring cases of suspected abuse to children's social care and police as appropriate.
- Referring cases to the Channel programme where there is a radicalisation concern as appropriate.

- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as appropriate.
- Keeping detailed records in confidential files, ideally via an online safeguarding recording system, that are separate from the main child's file and stored securely. **EYFS 2021 3.71, 3.72**
- Ensures that, when a child leaves the setting that all child protection records are passed to the new setting (separately from the child's main file ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the child's social worker is also informed.
- Ensuring the secure transfer of child protection files where child leaves setting to attend another provider/school
- Representing the setting at inter-agency meetings strategy discussions, child protection conferences and core groups; along with provide and/or support other staff to do so – and to contribute to the assessment of children
- Managing and monitoring the setting's role in early help, child in need and child protection plans.

## APPENDIX 2: Local Support and Key Safeguarding contacts in Waltham Forest

- All members of staff in [Name of Setting] are made aware of local support available:

Name	Agency	Contact details
Police Referral Desk	Metropolitan Police Child Abuse & Investigation Team (CAIT)	020 8345 3633 020 8345 3693
Designated Nurse for Safeguarding Children	Clinical Commissioning Group (CCG) – GP Services	020 3688 2638
Duty Child Protection Coordinators	Waltham Forest Children & Families Services	020 8496 8279
Team Manager, Children's Emergency Duty	Waltham Forest Children & Families Services	020 8496 3000
Local Authority Designated Officer (LADO) & Safeguarding in Education	Waltham Forest Children & Families Services	020 8496 3646
Waltham Forest Multi Agency Safeguarding Hub (MASH) Team  Team Manager, MASH	Waltham Forest Children & Families Services	<a href="mailto:cscreferrals@walthamforest.gov.uk">cscreferrals@walthamforest.gov.uk</a>  020 8496 2307/2310/2311/2316  020 8496 2317
Designated Doctor for Child Protection	North East London Foundation Trust (NELFT)	020 8430 7893 07795 548987
Named Nurse for Safeguarding Community Health Services, School Nursing, Health Visitors and Child & Adolescent Mental Health Services (CAHMS)	North East London Foundation Trust (NELFT)	020 8430 7827/7822 07568 130143 Fax: 020 8430 7981
Named Contact for FGM  Sylvie Lovell  Early Help Family Practitioner (0-11)	London Borough Waltham Forest	Tel: 0208 496 3281  Mobile: 07973748024  Email: Sylvie.lovell@walthamforest.gov.uk

<p>Named Nurse for Safeguarding</p>	<p>Barts Health, Whipps Cross Pediatric A&amp;E</p>	<p>020 8535 6855 bleep 514 Pager: 08700555500 ask for 850122 Secretary: Ext 5072</p>
<p>Amy Strode  Senior Program Manager (Prevent Education Officer)</p>	<p>Waltham Forest Council Community Safety Team</p>	<p>Email: Amy.Strode@walthamforest.gov.uk  Mobile: 07816150037</p>
<p>Waltham Forest Multi Agency Safeguarding Hub  Private Fostering</p>	<p>221 Hoe Street Walthamstow  London  E17 9PH</p>	<p>csreferrals@walthamforest.gov.uk or call 020 8496 2310 out of hours 02084963000</p>

## APPENDIX 3 – Logging a concern about a child’s safety and welfare

Part 1 (for use by any staff)

<b>Child’s Name:</b>	<b>Date of Birth:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>
<b>Name:..... (Print)</b>  <b>Signature:</b>   <b>Job Title:</b>	
<b>Record the following factually: What are you worried about? Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>	
<b>What is the child’s account/perspective?</b>	
<b>Professional opinion where relevant.</b>	
<b>Any other relevant information (distinguish between fact and opinion). Previous concerns etc.</b>	
<b>What needs to happen? Note actions, including names of anyone to whom your information was passed and when.</b>	

Check to make sure your report is clear to someone else reading it.  
Please pass this form to your Designated Safeguarding Lead.

Part 2 (for use by DSL)

<p><b>Time and date information received, and from whom.</b></p>	
<p><b>Any advice sought – if required (date, time, name, role, organisation and advice given).</b></p>	
<p><b><u>Action taken</u> (referral to children’s social care/monitoring advice given to appropriate staff/CAF etc.) with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>	
<p><b><u>Parent’s informed?</u> Y/N and reasons.</b></p>	
<p><b><u>Outcome</u></b></p> <p><b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b></p>	
<p><b>Where can additional information regarding child/incident be found (e.g. pupil file, serious incident book)?</b></p>	
<p><b>Should a concern/confidential file be commenced if there is not already one? Why?</b></p>	
<p><b>Signed</b></p>	
<p><b>Printed Name</b></p>	

## **APPENDIX 4: Body Map Guidance for early years and schools**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's concern/confidential file.

## BODYMAP

(This must be completed at time of observation)

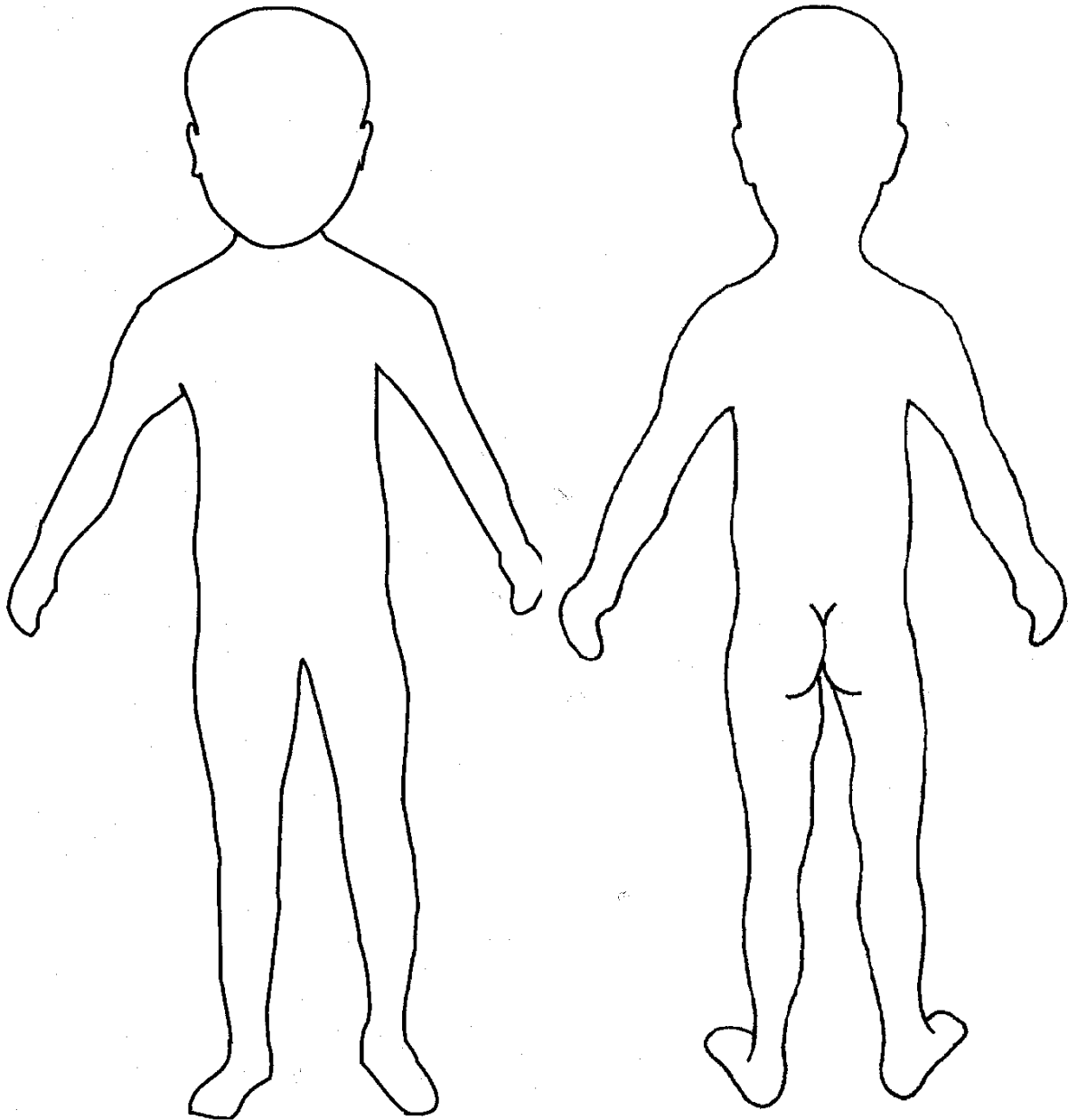
Name of Pupil: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Name of Staff: \_\_\_\_\_

Job title: \_\_\_\_\_

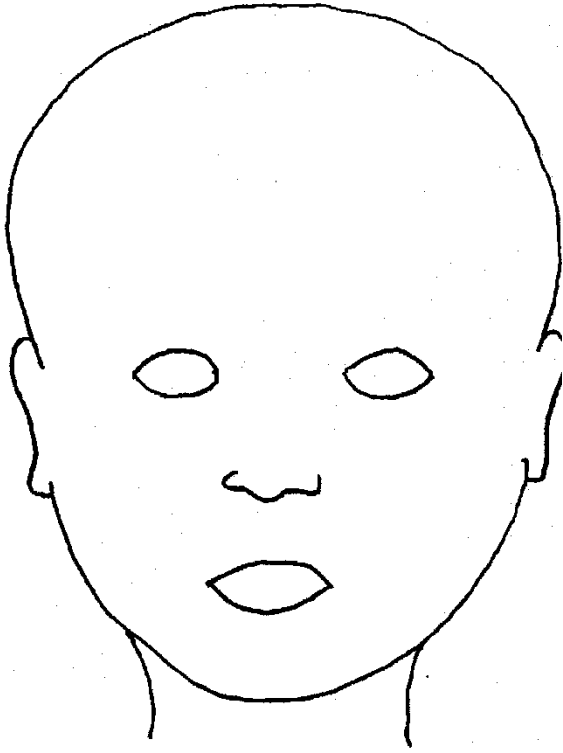
Date and time of observation: \_\_\_\_\_



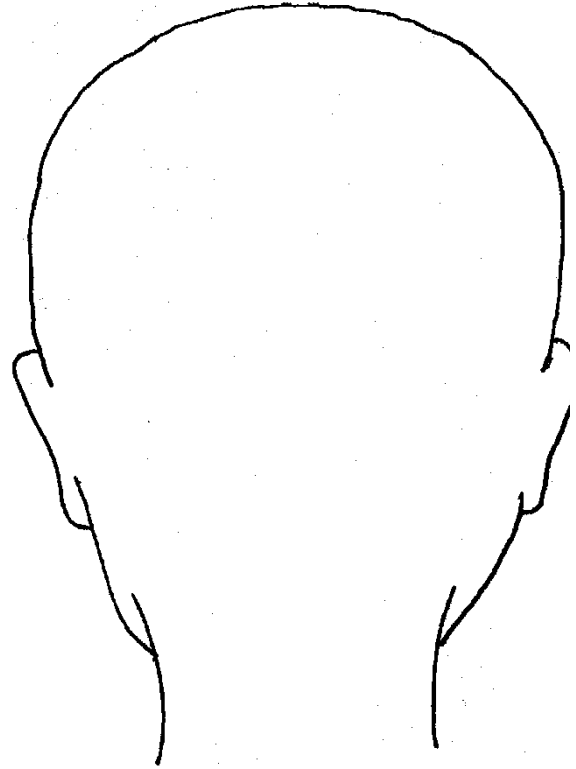
Name of pupil: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

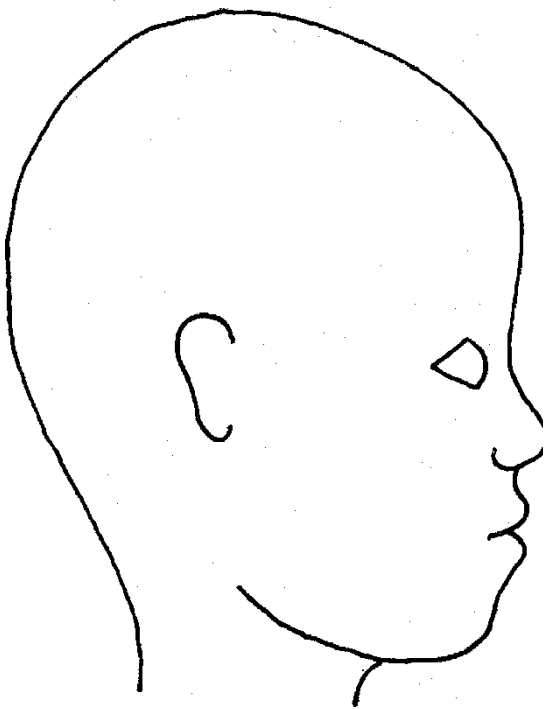




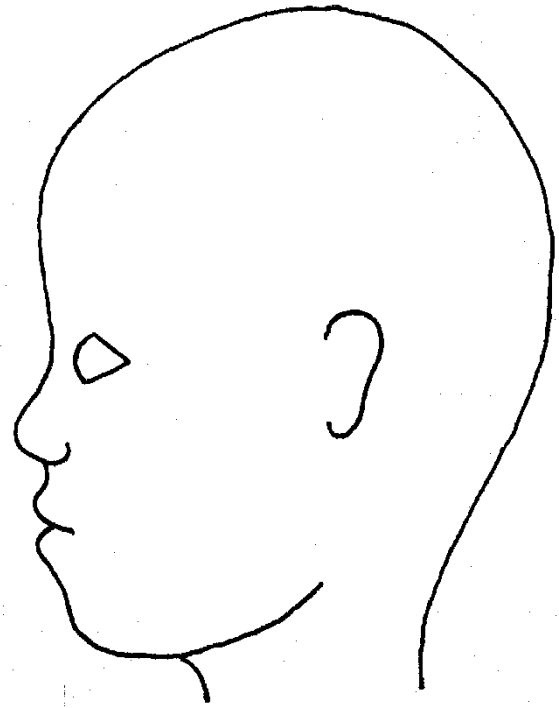
**FRONT**



**BACK**



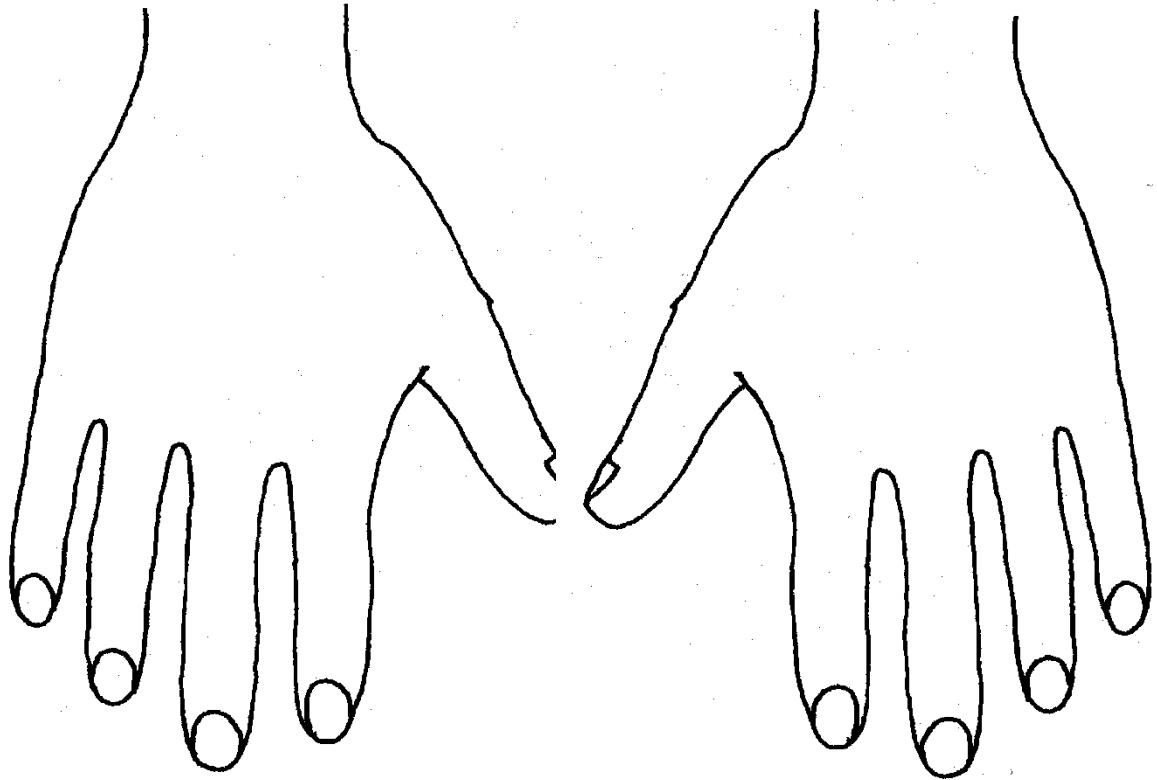
**RIGHT**



**LEFT**

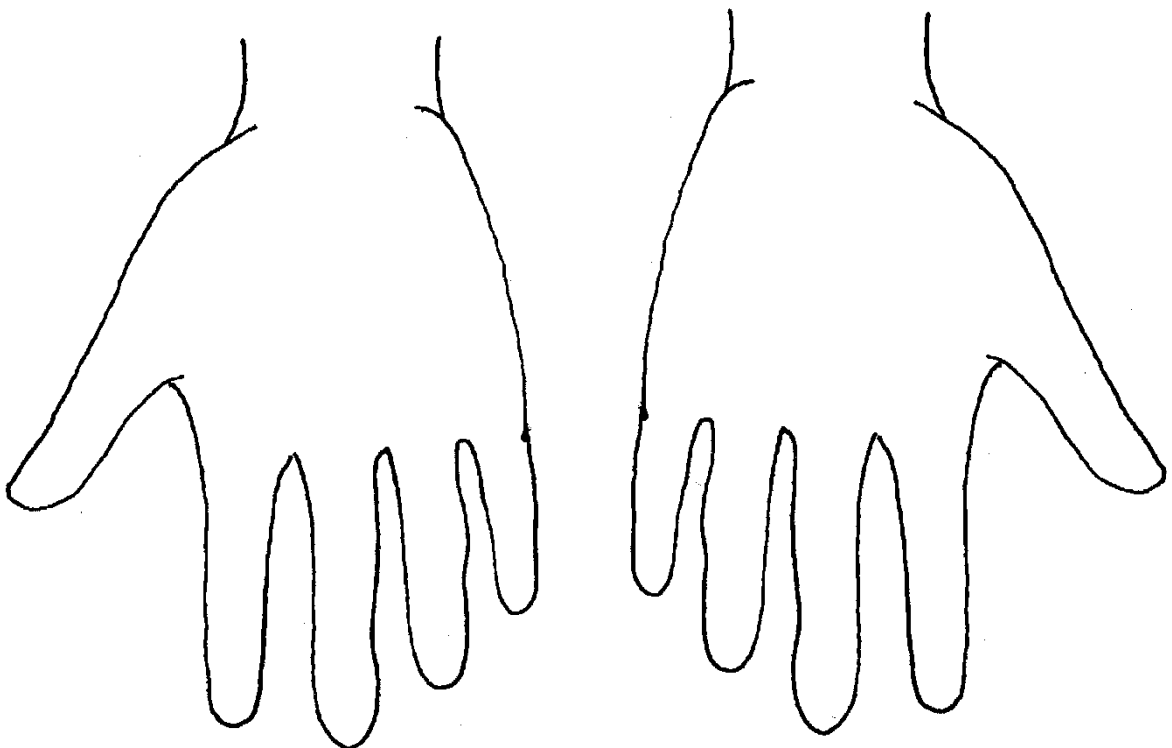
Name of pupil: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_



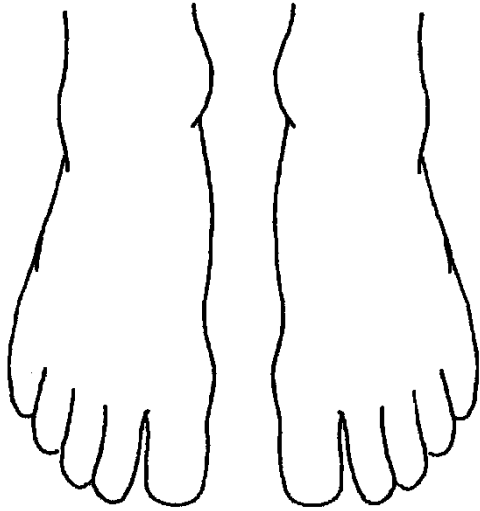
**R  
BACK**

**L**

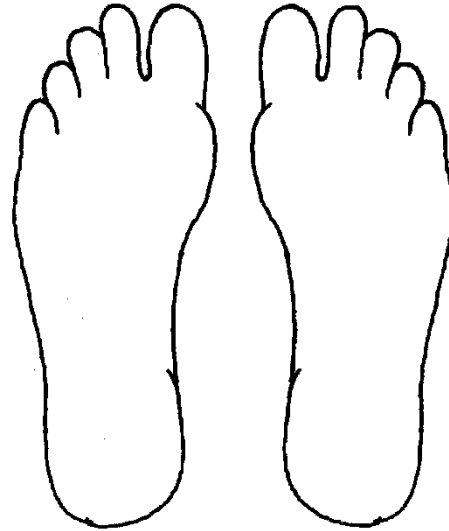


Name of Pupil: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_



R TOP L



R BOTTOM L



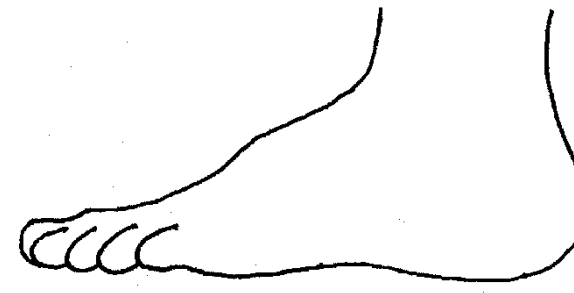
R  
INNER



L



R  
OUTER




L

Printed Name,  
Signature and  
Job title of staff:

\_\_\_\_\_

## APPENDIX 5: MASH Referral form- need the new referral form assed here

[Guide for threshold and practice](#) | [MASH Referral form](#) | [Early Help Information](#)

<b>Request for Help and Support or Protection</b>	 Waltham Forest
<b>Guidance</b>	
If you do not have access to Waltham Forest Families Information system, then this form should be completed and emailed to the MASH team, which can be contacted on:	
Tel: 0208 496 2310      Email: <a href="mailto:MASHrequests@walthamforest.gov.uk">MASHrequests@walthamforest.gov.uk</a> (for NHS.net account please can you send to <a href="mailto:MASHrequests@walthamforest.gov.uk.cjism.net">MASHrequests@walthamforest.gov.uk.cjism.net</a> )	
Requests for Help and Support or Protection must be made via this form and all relevant sections <b>MUST</b> be completed in order to support a good referral. Advice and guidance on a Request for Help and Support of Protection: <a href="https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=27fyEuq_Qzo">https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=27fyEuq_Qzo</a>	
You can make a ' <b>Request for Help and Support</b> ' if you think a child or family has additional emerging, complex or acute needs which require a multi-agency intervention; for example, persistent truanting, chronic/recurring health problems, or behaviour is harmful to self and others. Before making this request you should <b>gain consent</b> of the child/young person or family concerned.	
However, if you are worried that a child is at risk of significant harm i.e. through abuse or neglect, or their condition is acute, you should make a ' <b>Request for Protection</b> '. In this case you should inform the parents unless this will endanger the child's safety.	
Any decision made by the MASH team will be in line with the <a href="#">Early Help and Threshold Criteria for Intervention</a> which outlines and defines different levels of need (including emerging, multiple, complex and acute).	
<b>WHEN TO EXPECT A RESPONSE</b>	
<ul style="list-style-type: none"><li>• We will make sure that you receive an automatically generated written response to your referral within 24 hours</li><li>• If you do not hear back from us regarding the outcome and/or progress of your referral, please contact the MASH</li><li>• If you encounter any difficulties in relation to your referral that you wish to bring to the attention of a Senior Manager, please contact the MASH Deputy Head of Service</li></ul>	

## **APPENDIX 6: Waltham Forest LADO Referral Form**

### **For the statutory reporting of Allegations against Staff & Volunteers (ASV) working with children & young people**

By law, organisations / sole traders must complete and email this referral within 24 hours of becoming aware that someone working with children has:

Behaved in a way that has harmed, or may have harmed, a child/ren (under 18)

Possibly committed a criminal offence against, or related to, a child/ren (under 18); or

Behaved towards a child/ren in a way that indicates they are unsuitable to work with children

#### **Upon becoming alerted to an allegation against staff & volunteers (ASV), the senior officer must:**

Remove the immediate risk

Support the child(ren) and inform their parents

Refer to MASH as required

Treat concerns seriously & follow procedures

Do not investigate

Keep an open mind

Do not notify the member of staff/volunteer of the details of the allegation / the person making the complaint

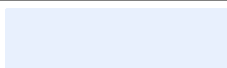
Make LADO referral

Remind all parties of the requirement for confidentiality; failure could result in criminal charges

#### **LADO Referrals**

The employing organisation's senior officer should call the Duty LADO immediately (or within 24 hours) to discuss the next course of action on **0208 496 3646**, complete a LADO referral form, and send it securely to: [LADO@walthamforest.gov.uk](mailto:LADO@walthamforest.gov.uk)

### Referrer Details – person completing this form

<b>Name</b>	Click here to enter text.	<b>Job Title</b>	Click here to enter text.
<b>Date</b>	Click here to enter text.	<b>Signature</b>	
<b>Organisation</b>	Click here to enter text.	<b>Address</b>	Click here to enter text.
<b>Tel</b>	Click here to enter text.	<b>Email</b>	Click here to enter text.

### Adult of Concern – subject of allegation

<b>Name</b>	Click here to enter text.	<b>Gender</b>	Click here to enter text.
<b>Date of Birth</b>	Click here to enter text.	<b>Ethnicity</b>	Click here to enter text.
<b>Telephone</b>	Click here to enter text.	<b>Email</b>	Click here to enter text.
<b>Job Title</b>	Click here to enter text.		
<b>Employer</b>	Click here to enter text.		
<b>Employment status</b>	Click here to enter text.	<b>Location</b>	Click here to enter text.
<b>Home Address</b>	Click here to enter text.		
<b>HR history (previous concerns)</b>	Click here to enter text.		
<b>Previous allegations</b>	Click here to enter text.		
<b>Latest DBS / Blemished? Safer Recruitment followed?</b>	Click here to enter text.		
<b>Date of DBS</b>	Click here to enter text.		
<p><b>Does the person have children of their own (under 18), or live with children?</b></p> <p>Click here to enter text.</p> <p><b>If Yes please, give full details of names and DOBs:</b></p>			

Click here to enter text.

### Child/ren Details

<b>Name</b>	Click here to enter text.	<b>Gender</b>	Click here to enter text.
<b>Date of Birth</b>	Click here to enter text.	<b>Ethnicity</b>	Click here to enter text.
<b>Telephone</b>	Click here to enter text.	<b>Email</b>	Click here to enter text.
<b>Home Address</b>	Click here to enter text.		
<b>School / College / Work</b>	Click here to enter text.		

#### Additional information (e.g. disability, communication or other SEN / previous child protection concerns)

Click here to enter text.

### Child's Family Details

<b>Parents / Carers</b>	Click here to enter text.
<b>Relationship</b>	Click here to enter text.
<b>Telephone contact</b>	Click here to enter text.
<b>Email contact</b>	Click here to enter text.

#### What is the parent's view of the allegation?

#### Additional Information (e.g. disability, communication or other SEN / previous child protection concerns)

Click here to enter text.

### Details of Allegation / Concern

<b>Date of Allegation</b>	Click here to enter text.	<b>Time of Allegation</b>	Click here to enter text.	<b>Place of Allegation</b>	Click here to enter text.
<b>Allegation in Personal Life?</b>			Click here to enter text.		
<b>Allegation in Professional Life?</b>			Click here to enter text.		
<b>Record the details of the allegation (using the child/adult's own words where possible)</b>					
Click here to enter text.					

<b>Record nature of allegation – physical abuse, sexual abuse, emotional abuse, neglect:</b>	Click here to enter text.
<b>Did the incident involve an authorised physical restraint?</b>	Click here to enter text.
<b>Has the child been spoken to about this incident or concern?</b> Please give details	Click here to enter text.
<b>Has a parent/carer been informed?</b> If yes, give reason and details	Click here to enter text.
<b>Has the member of staff / volunteer been informed?</b> If yes, please give reason and details	Click here to enter text.
<b>What other actions has your agency/organisation undertaken so far?</b>	Click here to enter text.
<b>Are any other agencies involved?</b>	Click here to enter text.

Please return this form to: [LADO@walthamforest.gov.uk](mailto:LADO@walthamforest.gov.uk)

Ask LADO for our **Risk Assessment** form to help you determine the suitability of the subject of the allegation to remain in post for the duration of the investigation.



Policy Name	Safeguarding Policy
Version Number	V4 of new format
This policy was developed by	TLPCC Safeguarding Team
These people were consulted/involved in developing the policy	LBWF Senior Leadership Team Governance and Accountability Sub Group
This Policy was adopted by	Trustee Board
Date	July 23
Signed	Bisi Oyekanmi
Name	Bisi Oyekanmi
Role	Chairperson
Next Review Date	July 2024 – extension granted until October 2024 at April Trustee Meeting 2024