



Al-Muntada Primary School SAFEGUARDING / Child Protection Policy

**Ratified by the Trustee
of**
(Al-Muntada Al-Islami Trust)
Mr A Montague

Date: July 2017

To be reviewed
(annually as and when needed)

Staff who are responsible about Safeguarding

School	School	School	Trust	LA
Designated Safeguarding Lead	Deputy 1 Designated Safeguarding Lead	Deputy 2 Designated Safeguarding Lead	Nominated Safeguarding Trustee	Local Authority Designated Officer (LADO)
Mrs Anjum Qazi	Mr. Z. Chehimi	Mrs K. Baayeh	Mr A. Montague	London Borough of Hammersmith and Fulham: 0208 753 5125 / LADO@lbhf.gov.uk
Tel: 020 74718283	Tel: 020 74718283	Tel: 020 74718283	Tel: 020 74718269	

Overview

Al-Muntada Primary School is committed to providing a safe and secure environment for children, staff and visitors. It aims to promote a climate where children and adults will feel confident about sharing any concerns that they may have about their own safety or the well being of others. In achieving our school mission and values, the school implements the authentic tradition of the Prophet Muhammad (peace and blessing be upon him) in which he taught that no harm shall be inflicted or reciprocated to anyone.

Preventing Radicalisation is part of our commitment to keeping all children safe.. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and to recognise any signs of possible radicalisation in the behaviour of pupils.

This policy is applicable to all on and off-site activities undertaken by pupils whilst they are the responsibility of the School.

- 1.1 This Policy sets out Al-Muntada Primary School commitment to safeguard the children and young people in our school.
- 1.2 The scope and aims of the Policy are set out in sections detailing leadership and management responsibilities with a particular safeguarding remit, and detail the key staff responsibilities, safeguarding procedures, policies and available information to the school to support safeguarding. The Policy describes our support for the child and how we partner with our parents and carers.
- 1.3 This Safeguarding Policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and responsibilities under section 157 of the Education Act 2002. It reflects the current advice and guidance from the Department for Education and requires the academies in the network to take note of the priorities of their Local Safeguarding Children's Board (LSCB). In particular, the policy is consistent with the child protection procedures outlined in the following statutory guidance:

Keeping Children Safe in Education (Sept 2016). (Latest Guidance)

- Working Together to Safeguard Children (March 2015). This has been last updated in February 2017.
- What to do if you are worried a child is being abused (March 2015)
- Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)

- 1.4 **This Safeguarding policy requires all school staff and the trustee who is responsible to read and sign to acknowledge Part One of Keeping Children Safe in Education September 2016.**

Al-Muntada Primary School has adopted the following model policy from the Tri Borough of Hammersmith & Fulham, Kensington and Chelsea and City of Westminster, as best practice. We have also added more details in order to cover different aspects and ensure that enough information is provided.

This child protection and safeguarding policy should be read in conjunction with other relevant school policies and statutory guidance.

1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people and the Department for **Education Statutory Guidance "Keeping Children Safe in Education" September 2016, the Trustees and all** school staff recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. Al-Muntada School is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

To this end, Trustees and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant Trustees attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

2. AIMS OF POLICY

- To raise awareness of all school staff of the importance of safeguarding and child protection, and in particular to make clear responsibilities for identifying and reporting actual or suspected abuse;
- To ensure pupils and parents are aware that the school takes child protection seriously, listening to children and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff;
- To promote effective liaison with other agencies including Early Help Services in order to work together for the protection and welfare of all pupils;
- To support pupils' development in ways which will foster security, confidence and independence;
- To integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Key Stages;
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

The attached documents reflects the content of information all school staff should as part regular safeguarding and child protection training covering the following areas:

- Legislative framework
- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect
- Action by person receiving or identifying a concern
- Action by designated person

- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The Trustees will ensure that the principles identified below, many of which derive from the Children Act 1989, are followed by all staff.

- All children have a right to be kept safe and protected from abuse;
- Child abuse can occur in all cultures, religions and social classes;
- Staff must be sensitive to the families cultural and social background;
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount;
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern;
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know.
- All staff should have access to appropriate and regular training
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

4. RESPONSIBILITIES OF DESIGNATED SAFEGUARDING LEAD

The Trust will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Tri Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff;
- To ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues;
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child In Need Meetings and that written reports are provided as required;
- To follow as appropriate recommendations made by Local Safeguarding Children Board (LSCB);
- To be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection;
- To support and advise staff on child protection issues generally;
- To disseminate relevant information between agencies to the appropriate staff e.g. to learning mentors;
- To maintain accurate and secure child protection records and send on to new schools (where relevant).

5. RESPONSIBILITIES OF SCHOOL STAFF

a) All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well being of the pupils in their school. In doing so they should seek advice and support as necessary from the Head/Designated Teacher and other senior staff members.

b) Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

c) All school staff are expected to:

- Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015;
- Report concerns (including concerns about other staff/professionals) to the Designated Teacher or other senior staff members as appropriate;
- Be aware of the relevant local procedures and guidelines;
- Monitor and report as required on the welfare, attendance and progress of all pupils;
- Keep clear, dated, factual and confidential records of child protection concerns;
- Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

6. APPOINTMENT OF STAFF

When appointing staff, Trustees will take account of the guidance issued by the Local Authority's Human Resources Section or Human Resources provider and observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed;
- That all references will be taken up and verified by telephoning referees;
- That a reference will always be obtained from the last employer;
- That at interview candidates will be asked to account for any gaps in their career/employment history;
- That candidates will be made aware that all staff are subject to enhanced DBS checks;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school.

7. ALLEGATIONS AGAINST STAFF

- a. Trustees recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.
- b. Trustees further recognise that, regrettably, in some cases such accusations may be true. The Trustees, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the designated teacher,

headteacher and notification/consultation with the Local Authority Designated Officer (LADO).

- c. Where an allegation is made about the headteacher the Chair of Trustees will be informed and the LADO will be notified by the Chair of Trustees .

8. STAFF CONTACT WITH PUPILS

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct. **The use of control and physical restraint is a last resort and should only be considered in exceptional circumstances to keep the child/young person safe and /or those around them safe and will only be undertaken by staff who are trained to do so. A record will be made and parents will be informed.**

9. STAFF TRAINING AND SUPPORT

- a. Trustees recognise the importance of child protection training for Designated Safeguarding Lead and for all other school staff who have contact with children. The designated Trustee for Child Protection will have specific training in their role, available from the Local Authority.
- b. Trustees expect the Head/Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter.
- c. The Head is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.

10. CURRICULUM

The Trust believes that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives:

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils.

11. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Trustees recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. The Designated Safeguarding Lead will work with the special educational needs co-ordinator to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

Protecting children with SEN

Children with disabilities and SEN have an increased vulnerability to abusive situations because they may need intimate care and may have cognitive impairments that prevent an understanding of appropriate adult behaviour. A lack of effective communication skills to share concerns and a reliance on adults can also be important factors. The challenge for schools and care providers is to ensure that the need for privacy and dignity is balanced by protection from harm.

Safeguarding children and young people with SEN requires understanding, foresight and reflection. Keeping children safe from harm in schools relies on all staff being able to recognise the raised risk factors, identify young people with the greatest levels of risk and create focussed action plans that sufficiently respond to their needs. Keeping open dialogue between staff and raising the importance of safeguarding across the school is essential.

12. CONFIDENTIALITY

Trustees accept that child protection raises issues of confidentiality, which should be clearly understood by all staff.

13. RECORD KEEPING AND REPORTS

a. Trustees expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

b. Trustees further expect school staff to assist the Family and Children's Services Department by providing information for child protection case conferences as required.

14. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

Trustees expect the Head to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to Family and Children's Services staff.

15. COMMUNICATING POLICY TO PARENTS AND PUPILS

a. The Trustees expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children's Services Department.

b. Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines. *(Please refer to the attached appendix for contact details)*

c. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY.

The Trust requires the Designated Safeguarding Lead to report to them annually on the effectiveness of the school's child protection policy and on associated and confidential issues in the school over the preceding year.

16. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with other relevant school policies such as behaviour and discipline, anti-bullying and use of restraint and equality policies.

17. CHILD PROTECTION

Abuse

All staff have a professional duty to act on suspicions of abuse, or reported allegations of abuse.

A child may be abused if someone inflicts harm upon them or fails to act to prevent harm. Harm is the ill-treatment or impairment of health and development including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Health includes physical and mental health and development means physical, intellectual, emotional, social or behavioural development.

Abuse may take a number of forms, including: physical, sexual or emotional, or neglect. Abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. The concept of significant harm is the threshold that justifies intervention in family life in the best interests of the child. There are no absolute criteria for what constitutes significant harm. Relevant factors include the severity of ill treatment, the degree of harm, the duration or frequency of abuse or neglect, and the presence of threat or coercion. A single traumatic event may cause significant harm, or a compilation of events which interrupt, change or damage the physical or psychological development of a child.

Signs of possible abuse

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

The following list is not prescriptive and many signs listed will not necessarily indicate abuse.

They only act as a guide:

- Unexplained injuries, bruising etc
 - Unauthorized absences from the school that do not have a reasonable explanation or exhibit a suspicious pattern
 - Significant change in behaviour
 - Indications of hunger
- Policy updated & approved Sept 2016

- Issues of consistent personal hygiene
- Untreated medical conditions
- Watchful, cautious response to adults
- Aggressive or abusive to others
- Bullying other children or being bullied
- Under-achieving, unable to concentrate
- Avoiding removal of clothing in PE etc
- Truancy, fabricating or stealing
- Inability to trust others and make friends
- Deterioration in general well being
- Comments or language from the child that cause concern

18. Types of abuse and neglect

Abuse: 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.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person 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, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

19. SUPPORTING THE CHILD AND PARTNERING WITH PARENTS

The school recognises that the child's welfare is paramount and that good child protection practice and outcome are helped by (but are not solely dependent upon) having a clear understanding of the needs and views of children, and a positive, open and honest working partnership with parents.

We will provide a secure, caring, supportive and protective relationship for the child. Children will be asked for their views and each child will be heard, although it will be explained that while their views will be taken into account, there is a professional responsibility to take the action that is necessary to ensure the child's safety. Children will be given a proper explanation (appropriate to their age & understanding) of what action is being taken on their behalf and why.

While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the Social services/Local Authority Designated Officer (LADO) as appropriate.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead (after consulting the Headteacher) will determine which members of staff need to know personal information and what they need to know to support and protect the child. They will ensure that the appropriate members of staff in particular to the child is aware of any issues which they may need to know so they are best able to support the child

Information and Guidance

Please refer to the following appendices and attachments about other policies, procedures and guidance regarding the following topics:

Appendix 1

Protection and wider safeguarding

- What is Child Abuse/definitions/signs and symptoms
- Attendance/Children Missing from Education
- Dealing with Disclosures
- Signs and symptoms of child sexual exploitation
- Signs and symptoms of female genital mutilation/mandatory reporting
- Duties under the Counter Terrorism and Security Act 2015 (The ‘Prevent Duty’)
- Medicine & First Aid
- Health & Safety
- Educational visits/Transporting children on school activities
- Intimate care
- SEND
- IT Policy
- Whistle blowing Policy
- Definition of Private Fostering
- Children /young people with Medical Needs
- Responding to self -harm, suicide, mental health
- Primary-Secondary transition
- Internet and /or E-Safety
- Staff code of conduct

Behaviour & Attitudes

- Behaviour
- Anti – Bullying and Harassment
- Anti-Discrimination
- Use of Reasonable force/Physical Intervention /Positive Handling of Images/photography of students
- Managing allegations against other pupils
- PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)

Safety

- School site security
- Visitor Management
- Coping with a school emergency/Emergency response plan

HR & Governance

- Safer recruitment
- Complaints policy
- Allegations against teachers & other staff
- Disqualification under the Childcare Act 2006 (DfE Feb 2015)
- Safeguarding – requirement for Governors

Appendix 2

Contains the following documents or links to those documents highlighted in **Keeping Children Safe in Education (Sept 2016)**, as being specific safeguarding issues as follows;

Child missing from education

- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyber bullying
- Domestic violence
- Drugs
- Fabricated or induced illness Policy updated & approved Sept 2016
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

Appendix 3:

LBHF - LADO contact details

Title:	LADO contact details
Summary:	Process for LADO referrals in LBHF/RBKC/WCC
Target school(s):	All
Specific schools	n/a
For attention of:	Heads, Designated Safeguarding Leads
Author:	Emma Biskupski, Local Safeguarding Children Board
Contact:	Emma.Biskupski, LSCB Business Manager
Email:	emma.biskupski@lbhf.gov.uk
Telephone:	0208 753 3759
Newsletter date:	W/C 20 th Feb 2017
Action required/ due date:	Headteachers and DSLs: Please note LADO contact details for your borough



Local Authority Designated Officer (LADO) Roles and Responsibilities:

All Local Authorities have a statutory responsibility under Section 11 of the Children Act 2004 to appoint a Local Authority Designated Officer (LADO). The LADO is responsible for co-ordinating investigations into any allegation of abuse made against a professional or volunteer who works with children in their area and for providing organisations in the area with advice on how to fulfil their responsibilities for safeguarding children. Guidance for the roles and responsibilities of the LADO can be found in both [Working Together to Safeguard Children 2015](#) and the [London Child Protection Procedures 2015](#).

Threshold

LADO threshold is met when information comes to the attention of anyone which suggests that an adult working (or volunteering) with children may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

The primary agencies involved in LADO investigations are the police, the employing agency and their HR representatives, and children's social care.

Process

Refer to the following phone numbers/emails depending on the borough where the incident took place or where the employing agency is.

Unsure? Send it in and we will ensure it gets to the right person. Referrals are dealt with by Child Protection Advisors who hold delegated LADO powers across all three boroughs.

Tri-Borough LADO and Safer Organisations Manager: Kembra Healy
London Borough of Hammersmith and Fulham: 0208 753 5125 / LADO@lbhf.gov.uk
Royal Borough of Kensington and Chelsea: 0207 361 3013 / KCLADO.Enquiries@rbkc.gov.uk

City of Westminster: 0207 641 7668 / LADO@westminster.gov.uk

Hilary Shaw – Tri Borough Safeguarding and Child Protection Schools and Education Officer,
Direct line: 07817 365 519, Hilary.Shaw@rbkc.gov.uk

What happens next?

Once a referral is received, we aim to respond within 72 hours or if there is a need for immediate safeguarding advice within 24 hours.

After the referral is received by the delegated LADO, it may be necessary to hold a meeting to review the referral together and co-ordinate the investigation; you should expect to be invited to this meeting and may be asked to invite your HR representative to join you.

The LADO will be responsible for referrals to police or children's social care if required and for inviting others to the meeting.

Appendix 4:

LSCB (Local Safeguarding Children Board
[Hammersmith & Fulham](#) | [Kensington and Chelsea](#) | [Westminster](#)

- [Professionals](#)
- [Children and young people](#)
- [Parents carers and the public](#)
- [Training and resources](#)

[Home page](#) [Shared Services](#) [LSCB](#) [Professionals](#)

HF Safeguarding Contacts

Safeguarding and Child Protection Contacts in Hammersmith and Fulham

**Consultation and Advice about a child/young person resident in Hammersmith & Fulham:
Hammersmith and Fulham Duty Line – Tel: 020 8753 6600 (Out of hours – 020 8748 8588)**

Anna Carpenter

Safeguarding Review and Quality Assurance Manager
Telephone: 020 8753 5124

Email: anna.carpenter@lbhf.gov.uk

Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:

Hilary Shaw

Tri-Borough Safeguarding and Child Protection Schools and Education Officer
Telephone: 020 7598 4876

Mobile: 07817 365 519

Email: Hilary.Shaw@rbkc.gov.uk

Marissa Asli

Tri-Borough Safeguarding and Education – Liaison and Training Co-ordinator
Telephone: 020 7598 4886

Mobile: 07739 315 432

Email: Marissa.Aslibangura@rbkc.gov.uk

Tri-Borough Private Fostering

Rochell-Ann Naidoo

Tri-Borough Senior Practitioner, Private Fostering Advisor
Telephone: 0207 641 7564

Email: rnaidoo@wstminster.gov.uk

Tri-Borough FGM

Shruti Clayton

Child Protection Adviser
Telephone: 020 7641 1610

Email: shruti.clayton@rbkc.gov.uk

*Specialism: Tri-Borough Lead for Safeguarding Across Faith and Culture and FGM

Tri-Borough PREVENT

Simon McTurk

Bi-borough Prevent Officer – Counter Extremism
Telephone: 020 8753 6918
Email: Simon.McTurk@lbhf.gov.uk

Mark Chalmers

Prevent Programme Manager, Westminster enquiries only
Telephone: 020 7641 603
Email: mchalmers@westminster.gov.uk

Tri-Borough Multi-Agency Safeguarding Hub (MASH)

Cherie Gathoni

Tri-Borough MASH Business Support Officer
Telephone: 020 7641 3991
Email: cgathoni@westminster.gov.uk (or talk to the designated MASH lead for your agency)

Esohoe Erhahon

Education Lead, Tri-Borough MASH
Telephone: 020 7641 5026
Email: eerhahon@westminster.gov.uk

Contact details for the Tri-Borough Local Authority Designated Officer (LADO) for referral and management of allegations against staff:

Jane Foster

Safe Organisation Manager and Local Authority Designated Officer (LADO)
Telephone: 020 7641 6108
Email: jfoster1@westminster.gov.uk

Tri Borough MASH

Mezzanine Floor, 4 Frampton Street, London NW8 8LF

Name	Title	Tel. Number	Email Address
Sarah Moran	Team Manager	0207 641 5428	moran1@westminster.gov.uk
Sarah Mangold	Decision Maker	0207 641 5042	smangold@westminster.gov.uk
Liane Corrigan	Decision Maker	0207 641 5039	lcorrigan@westminster.gov.uk

In an emergency call the police on: 999

Trustee's name and contact details regarding Safeguarding and protection of children

The nominated person by the Trust who will liaise with the headteacher and other staff about issues to do with safeguarding and protecting children from radicalisation is:

Mr. Abdul Hakeem Montague Tel: 020 7471 8269