Edinburgh Primary School

Child on Child Abuse Policy

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Introduction

Child on child abuse is any form of physical, sexual, emotional, and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non- intimate), friendships and wider peer associations.

Child on child abuse can and does happen in a whole range of settings that children attend, however it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training for professionals to help them recognise the signs, and know what to do, is essential.

At **Edinburgh Primary school,** we are committed to having a zero tolerance for child on child abuse. We are focused on ensuring that child on child abuse is identified early, responded to appropriately and support is offered to both the victim and perpetrator.

When managing and responding to all incidents of child on child abuse, we will aim to establish the nature of the risk by consultation and assessment. This will include considering concerns relating to contextual safeguarding. Early identification is a key component in responding to child on child abuse which is important to the whole school community.

We aim to establish a proactive and responsive safeguarding culture within the school environment focused on supporting pupils to speak out if they are experiencing any peer-on-peer abuse. In addition to this, we expect all staff to identify and respond to all incidents of peer-on-peer abuse that they observe followed by referring to the Behaviour Lead or Designated Safeguarding Lead.

This policy should be read in conjunction with:

- Keeping Children Safe in Education. Statutory Guidance for schools and colleges All staff in a school should be familiar with the relevant sections that deal with Child-on-Child Sexual Violence and Harassment.

- Sexual Violence and Sexual Harassment between Children in Schools and Colleges. DfE, latest guidance for Headteacher, Principals, Senior Leadership teams and designated safeguarding leads.

- The non-statutory UKCCIS guidance: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' and KSCB guidance: "Responding to youth produced sexual imagery"

- The non-statutory guidance: Sharing nudes and semi- nudes Advice for Education Settings, Working with Young People

- Teaching Online Safety in Schools, DfE 2019
- The Voyeurism Act, 2019 (Section Up skirting)

In cases where child on child abuse is identified we will use the local safeguarding procedures as set out by Waltham Forest.

Within this policy we will refer to other policies in school:

- The Safeguarding Policy;
- The Behaviour Policy;
- The Anti- Bullying policy;
- The Online safety Policy;
- Responding to an online incident in school;
- The Acceptable Use of the Internet and Electronic Communication Policy.

We recognise that child on child abuse can manifest itself in many ways such as:

- Child Sexual Exploitation;
- Sexting (youth produced digital imagery);
- Bullying- name calling, physical,
- Prejudiced behaviour- homophobic, disabilities;
- Cyber bullying & online abusive behaviour;
- Radicalisation;
- Abuse in intimate relationships, including teenage relationship abuse;
- Children who display sexually problematic/harmful behaviour, including sexual harassment;
- Gang association and serious violence- County Lines, initiation, hazing;
- Race hate and Racism
- Contextual safeguarding.

Vulnerable groups

We recognise that all children are at risk but that some groups are more vulnerable than others and includes:

- A child with additional needs and disabilities;
- A child living with domestic abuse;
- A child who is at risk of/suffering significant harm;
- A child who is at risk of/or is being exploited (CRE, CSE)
- A looked after child;
- A child who goes missing or is missing education;

- Children who identify as or are perceived as LGBTQI+ and/or any of the protective characteristics;

Research tells us that girls are more frequently identified as being abused by their peers and more likely to experience unwanted sexual touching, and sexual harassment. They often are exploited into gangs and are victims of sexual violence when in gangs. However, we are aware as a school that these are behaviours not just confined to girls.

Boys are less likely to report intimate relationship abuse and may display other behaviour such as anti- social/criminal behaviours. Boys are more likely to be exploited /entrapped into gangs and subject to violence as a result of gang culture.

Bullying and child on child abuse

Edinburgh Primary School believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Children may be harmed by other children or young people; research suggests that 30% of child abuse is perpetrated by those under 18.

All staff recognise that children can abuse their peers and are trained to understand and implement the school's policy and procedures regarding child on child abuse. All child on child abuse is unacceptable and will be taken seriously.

It is most likely to include, but is not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);
- Upskirting, is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.

It is a criminal offence, which comes under The Voyeurism (Offences) Act 2019. Anyone of any gender, can be a victim;

- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual, or emotional abuse, perpetrated against a current or former partner;
- initiation/hazing - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour - a range of behaviours which causes someone to feel powerless, worthless, or excluded and which relates to prejudices around belonging, identity and equality, prejudices linked to disabilities, special educational needs, ethnic, cultural, and religious backgrounds, gender, and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through Edinburgh Primary School's anti-bullying procedures.

All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.

All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and child on child abuse proactively.

Abuse is abuse and will not be tolerated, minimised, or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls. It is important for Edinburgh Primary School to consider the wider environmental factors and context within which child on child abuse occurs.

The school will also consider the potential for the impact of the incident to extend further than our local community (e.g., for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities.

There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially

complicated. Support is available from The UK Safer Internet Centre at 0344 381 4772 and helpline@saferinternet.org.uk and the Internet Watch Foundation at https://www.iwf.org.uk/

Online bullying behaviour

Child on child abuse, can happen online and through social media. This school will respond to this form of abuse, cyber bullying, and related behaviour.

Children and young people commonly use electronic equipment including mobile phones, tablets, and computers daily to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat, Tik Tok and Instagram. Those technologies and the internet are a source of fun, entertainment, communication, and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate, or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images, or online bullying.
- commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand-held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community (rules for students in respect of onsite usage in school should be inserted here. You may also wish to state where the online safety policy can be found and how it can be accessed and what advice you make available to parents).

The school's online safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. The school has appropriate

filters and monitoring systems in place to protect children from potentially harmful online material. We will complete an annual review of our online safety policy which will be supported by an annual risk assessment. This will be to consider and evaluate the risks our students face when participating in online activity.

Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

All staff receive online safety training and are trained to be vigilant about and to report any concerns about risk to children online in the same way that they notice and report offline concerns.

Edinburgh Primary School online safety coordinator is: Miss Salam.

Responding to Racism

We acknowledge and celebrate that Britain is a multi-racial and multi-faith country, and everyone has the right to have their culture and religion respected by others. Racist bullying is not just about skin-colour, it can be about ethnic background or religion too.

We recognise that racist hate crime is a criminal matter. We will, therefore, notify the police if we believe an offence may have been committed.

We will provide education in school about racism and its impact on children and their families and this will be taught as part of our Safeguarding curriculum. We will use a whole school approach of tackling and eradicating this type of behaviour.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

The school aim to respond to concerns relating to contextual safeguarding by:

- creating a safe culture in the school by implementing the child on child abuse policy and ensuring that all staff and students are aware of the policy
- demonstrating an awareness of contextual safeguarding issues in the local area to this school and how this may impact upon our pupils
- remaining vigilant to changes in pupil's behaviour, taking note of attendance/ punctuality and presentation.

Hate crime

A hate crime is defined as 'Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender.'

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender.

Not all hate incidents will amount to criminal offences, but it is equally important that these are reported and recorded by the police.

Hate crimes can include:

- physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes, and arson
- threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats.

Hate crime can happen anywhere - at home or school. It can be frightening for the victim and witnesses. Hate crime is an offence and we will notify the police if we believe an offence may have been committed.

Sexual harm, violence and/ or sexual harassment

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or

sexually harassing a single child or group of children. Staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence and sexual harassment exist on a continuum and may overlap, it can occur online and offline (both physically and verbally) and is never acceptable.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. While it is important that all victims/survivors are taken seriously and offered appropriate support, staff are aware that it is more likely that girls, children with SEND and LGBT+ children are at greater risk of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus, or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

As a school we may use the AIM model (2016) or Hackett's Continuum of Children and young people's sexual behaviours (2010). These are nationally recognised and accredited tools to assist in determining healthy, problematic, and harmful sexual behaviours in children and young people.

We use these tools to support with assessing risk in each individual case by:

- Decide next steps and make decisions regarding safeguarding children;
- Assess and respond appropriately to sexual behaviour in pupils;
- Understand healthy sexual development and distinguish it from problematic/ harmful behaviour;
- Assist with communicating with parents/cares about the concerns we have about their child/children;
- Assist with communicating with our partners and agencies about the concerns we have regarding a pupil in the school.

Informed consent is about having the freedom and capacity to choose and not subject to fear or pressure. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal, or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity
- A child under 18 cannot consent to any sexual activity with a person in a position of trust
- The age of consent is 16.
- Sexual intercourse without consent is rape.

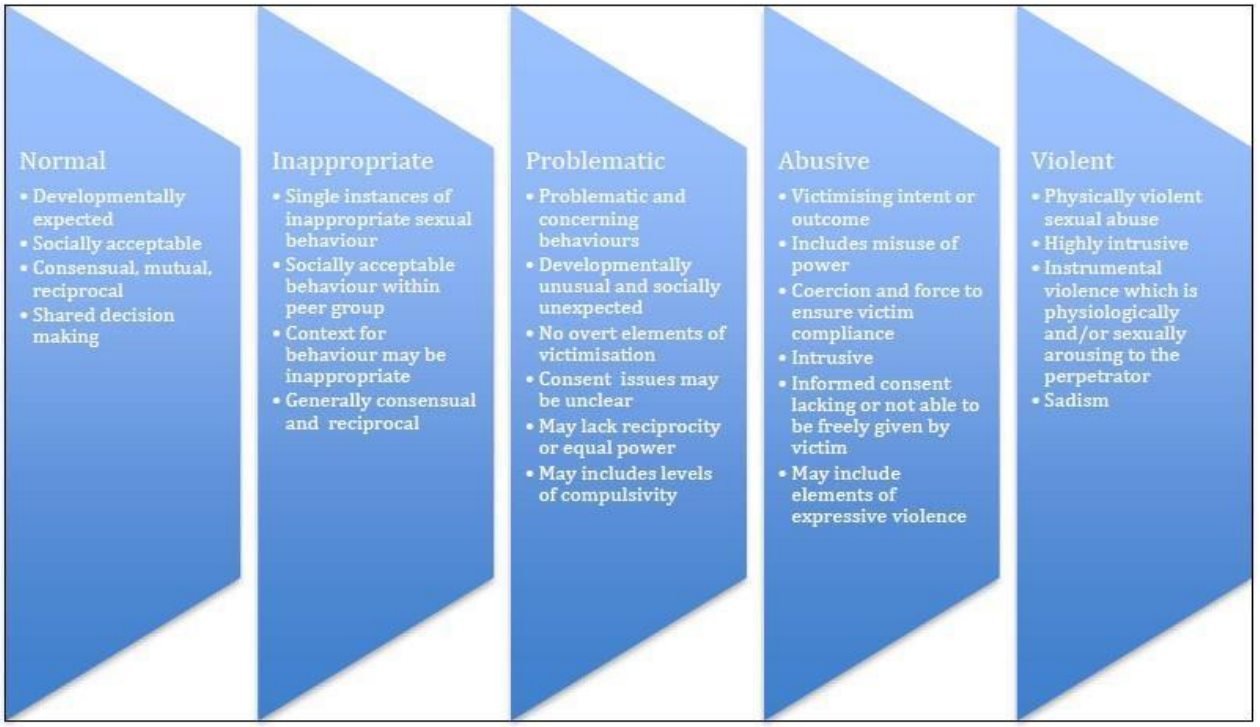
Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. Edinburgh Primary School therefore recognises the importance of of identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum. All staff recognise the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, lifting skirts and up skirting.
- Dismissing or tolerating such behaviours risks normalising them.

Edinburgh Primary will respond to reports in accordance with Part 5 of Keeping Children Safe in Education. The school will refer to the Farrer child on child abuse toolkit. All responses to reports of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL, using their professional judgement, and supported by other agencies, such as children's social care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Harmful Sexual Behaviour is outside the parameters of normal, healthy sexual development. Please see Hackett's Continuum of Children and young people's sexual behaviours (2010) for reference to the continuum of responses.



Risk assessment

- The risk and needs assessment will consider:
    - the victim, especially their protection and support;
    - the alleged perpetrator/s (if she/he/they attend the same school); and
    - all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.
- The DSL or DDSL should ensure they are engaging with children's social care and specialist services as required.
- Police are notified when a crime may have occurred.
- Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

Action following a report of sexual harm, violence and/or sexual harassment- things to consider

The designated safeguarding lead is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school initial response. Important considerations will include: the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school not to tell anyone about the sexual violence or sexual harassment, the DSL will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g., to protect the victim and other young people from harm and to promote the welfare of children;

- the nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature, or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim, other children, adult students, or school staff;
- informing parents/carers unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

Children sharing a classroom - initial considerations following a report of sexual violence

Any report of sexual violence is likely to be traumatic for the victim/ survivor and proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will usually be removed from any classes they share with the victim/ survivor. Consideration will also be given to how best to keep the victim/ survivor and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children.

The school will act in accordance with advice endorsed by DfE Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety 2017). All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern always will be the welfare and protection of the young people involved. Young people (under 18) who share

sexual imagery of themselves or their peers are breaking the law. Still, authorities will avoid criminalising young people unnecessarily.

All incidents of sharing of nude and semi-nude images and/or videos should be reported to the DSL. If there is a concern in relation to a device (e.g., mobile phone, tablet, digital camera), the member of staff will secure the device (i.e., it should be confiscated). This is consistent with DfE advice Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies 2018. Staff will not look at (unless directed to do so by police), copy or print any indecent images as this would be a criminal offence. The confiscated device will be passed immediately to the DSL. The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately. The Police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental (e.g., a child sending an image to a child with whom they are romantically involved) or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sexting will be referred to MASH.

Reporting

Any incident of racism, race hate or incitement to hate will be reported to the police if it is believed an offence many have been committed.

Any incident of alleged or an actual incident of sexual harm, violence and/or sexual harassment will be reported to the police if it is believed an offence may have been committed. In all cases consideration is given to reporting the matter to Children Social Care Services.

There are circumstances in some cases of sexual harassment/touching which dependent upon age and understanding/age of criminal responsibility, (e.g., one-off incidents), which we may decide that the child/ren concerned are not in need of Early Help or statutory intervention.

In these situations, it would be appropriate to handle the incident internally, for example by utilising the behaviour and bullying policies, providing pastoral intervention and support.
We may also decide that some child/ren involved do not require Statutory Interventions; however, they may benefit from Early Help.

Early Help means providing support as soon as a problem emerges, this can be at any point in a child's life. We will decide if an early help approach will benefit a pupil following any outcome of assessment that we may use. This may mean the development of a safety and support plan as part of the early help process.

Providing Early Help is more effective in promoting the welfare of child/ren than reacting later. This school acknowledges that an Early Help Assessment can be useful to address non- violent harmful sexual behaviour and may prevent escalation of sexual violence.

Sanctions

We will consider the sanctions available to use as a school in reference to our Behaviour Policy and Disciplinary Policy.

We recognise disciplinary actions rarely resolve issues of peer-on-peer abuse and this school will consider all courses of action and intervention.

We recognise that emotions and feelings can run high, and we will endeavour to respond to concerns from any pupil, other pupils, parents, and the local community.

We will ensure all necessary parties including the parents/carers are informed and kept up to date. We will listen to any concerns and will work to attempt to resolve these.

The Role of Governor

The Chair of Governors/ Link Safeguarding Governor will need to be aware of the complexities when an incident or incidents come to light, and when staff in the school are trying to manage these behaviours. This includes the use of sanctions, exclusions, pressures from parents to exclude and dealing with the parents of the alleged abuser or any alleged victim/s.

We know that as a school, the Chair of Governors and Link Safeguarding Governor will also need to consider that they may be approached by members of staff who are angry or anxious about pupils with sexual behaviours.

It is important that governors are informed and can help with a consistent approach and policy on such matters, and we recognise governors should use any examples to help inform the schools future practice, ethos, reviewing any policy or procedure in light of this.

Multi-Agency Working

Edinburgh School will work with our partners and agencies; Children's Social Care, the Police, Health and CAMHS to ensure all incidents are responded to appropriately, where necessary.

Prevention and Training

Edinburgh Primary School is always working hard to create a culture where child on child abuse does not happen.

We are aiming to create an ethos of good and respectful behaviour, and this should extend to all areas of the school, including travelling to and from school. Through curriculum teaching, learning and events and activities we will provide:

Age appropriate Relationship and Sex Education curriculum

We will ensure that all our pupils know who to talk to, how to receive advice and help within the school. We will be able to signpost children to relevant local and national helplines and websites.

Management of the Policy

We will ensure all our staff, governors and volunteers are trained in the awareness and response to all forms of bullying. This includes all forms of peer-on-peer abuse, racism and race hate and including any local issues and concerns in the wider context (Contextual Safeguarding).

In addition, we will ensure all our staff, governors and volunteers are aware of this policy and the supporting guidance, in order that they are clear regarding their roles and responsibilities.

The School Designated Safeguarding Lead will take on a lead responsibility to

ensure all identified staff are trained in the use of the AIM assessment.

The Link Safeguarding Governor in the school will act to oversee and audit any training activity which takes place and activities in relation to this policy.

The governing body should undertake an audit activity to help assess the effectiveness of the school and its processes in tackling all forms of peer-on-peer abuse.

We will ensure that parents/carers are made aware of this policy and its availability on the school website.

Useful Contacts

Harmful Sexual Behaviour	Harmful Sexual Behaviour Lead Children's Social Care Refer via MASH. Email: tracey.goddard@walthamforest.gov.uk Tel: 020 8496 5027 Mob: 0797 476 8433
Multi-Agency Safeguarding Hub (MASH)	Phone: 020 8496 2310 Mon-Thurs, 9am-5.15pm and Fri, 9am-5pm Out of Hours: 020 8496 3000 Email: MASHrequests@walthamforest.gov.uk
LADO Team Allegations against staff and volunteers (ASV)	Phone: 020 8496 3646 Email: lado@walthamforest.gov.uk N.B.: If you cannot get through by phone, send an email with your contact details, and you will get a same-day phone response during normal business hours
Safeguarding in Education Team Consultations / Training / Support (traded service)	Phone: 020 8496 3646 Email: safeguardingineducation@walthamforest.gov.uk
Early Help	Phone: 020 8496 1517 Email: earlyhelp@walthamforest.gov.uk
Virtual School	Phone: 020 8496 1741 Email: virtual.school@walthamforest.gov.uk Head of Virtual School: fay.blyth@walthamforestgov.uk
Special Educational Needs & Disability (SEND) Service	Phone: 020 8496 6503 Email: senteam@walthamforest.gov.uk

[formerly known as Disability Enablement Service (DES)]	
Female Genital Mutilation (FGM) Community Safety	Refer via MASH. Phone: 020 8496 3281
Prevent Community Safety	Refer via MASH. Phone: 020 8496 3000 Mob: 07816150037 Email: communitysafety@walthamforest.gov.uk; Amy.Strode@walthamforest.gov.uk
Gangs Community Safety	Refer via MASH.
Adolescent Safeguarding Lead Children's Social Care	Refer via MASH. Email: Reanne.Turner@walthamforest.gov.uk
Violence against women and girls (VAWG) & Domestic Abuse one-stop-shop	Refer via MASH. Email: vawg@watlhamforest.gov.uk; domesticabuseadvice@walthamforest.gov.uk
Waltham Forest Solace Women's Aid (IDSVA)	0808 802 5565 http://solacewomensaid.org/get-help/waltham-forest/
East London Rape Crisis Centre	0800 160 1036 https://niaendingviolence.org.uk/get-help/sexual-violence-and-abuse/
Ashiana Network (South Asian, Turkish & Iranian women)	020 7346 1134 https://www.refugeecouncil.org.uk/services/2865_ashiana_network
Haven Network for Survivors of Abuse (historic and current sexual abuse)	020 8520 0755 https://www.havennetwork.org.uk
The Haven, Sexual Assault Referral Centre (SARC)	0203 3299 6900 https://www.thehavens.org.uk/
Abianda for young women effected by gangs and county lines	020 7686 0520 https://www.abianda.com

Contextual Safeguarding Network **Beyond Referrals- Schools**	https://www.csnetwork.org.uk/en/beyond-referrals-levers-for-addressing-harmful-sexual-behaviour-in-schools
NSPCC **Keeping children safe online**	0808 800 5000 https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/ https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-games/
THINKUKNOW **Online safety**	https://www.thinkuknow.co.uk/
Childline **online safety** **Blocking and reporting**	0800 11 11 https://www.childline.org.uk/ https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-social-media/#Blockingandreporting
The Mix	0808 808 4994 https://www.themix.org.uk/
National Domestic Violence Helpline	0808 2000 247 http://www.nationaldomesticviolencehelpline.org.uk/
Stalking Helpline	030 0636 0300 https://www.suzylamplugh.org/Pages/Category/national-stalking-helpline
National LGBT DV Helpline Broken Rainbow Galop (LGBT+)	030 0999 5428/ 020 7704 2040 Galop - the LGBT+ anti-abuse charity - Galop has provided advice, support, research and lobbying around the issues of LGBT+ policing for over 30 years.
Honour Network Helpline	0800 5999 247 https://www.karmanirvana.org.uk/
Rape Crisis	0808 802 9999 https://rapecrisis.org.uk/
Eaves Poppy Project (for trafficked survivors)	020 7735 2062 http://www.eavesforwomen.org.uk/about-eaves/our-projects/the-poppy-project/
Deaf Hope UK	07970 350 366 (SMS)

	http://www.signhealth.org.uk/our-projects/deafhope-projects/
Ascent Legal Advice Line	020 7608 1137 https://rightsofwomen.org.uk/get-advice/family-law/
Refuge	0808 2000 247 www.refuge.org.uk
Women's Aid 0808	0808 2000 247 https://www.womensaid.org.uk/