



# St Cuthbert with St Matthias CE Primary School and Nursery

## Safeguarding and Child Protection Policy

**Adopted by the Governing Body December 2015**

**Revised June 2016**

**Agreed by FGB July 2016**

**Reviewed: FGB January 2018**

**Next Review: Spring 2019**

## 1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people the Governors 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. This 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, the Governors 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 members of Governing Body 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 the 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 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 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; and
- To make appropriate links and reference to policies in related areas such as discipline and bullying.

### Legislative framework

- Department for Education Statutory Guidance "Keeping Children Safe In Education" SEPT 2016
- Children Act 1989 and 2004
- Working Together to Safeguard Children 2015
- London Child Protection Procedures 2013
- United Nations Convention on the Rights of the Child

## 3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

The school 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 backgrounds;
- 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 annual training; and
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

#### **4. RESPONSIBILITIES OF HEAD/DESIGNATED TEACHER**

The Designated Safeguarding Lead (DSL) for this school is the Headteacher Ms Gillian Putterill.

The Governing Body will ensure that the school has identified senior Designated Safeguarding Lead for safeguarding and child protection and that the Headteacher and Designated Senior Teachers undertake the following responsibilities:

- To ensure all staff are familiar with school and Local Authority 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 safeguarding and 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 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. relevant teachers, tutors, learning mentors
- To maintain accurate and secure child protection records and send on to new schools (where relevant)
- To receive training every two years with an annual update

#### **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 senior designated safeguarding teacher(s) 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
- Identify children who would benefit from 'early help' intervention
- Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead or other senior staff members as appropriate and are able to clearly explain the role of the DSL
- Know that Safeguarding is what we do for all children, whilst Child Protection refers to the procedures we use for children at risk of significant harm or who have been harmed.
- Clarify the difference between a 'concern' and 'immediate danger' or 'at risk of harm'
- Be aware of the relevant local procedures and guidelines
- Be vigilant regarding peer-on-peer abuse and report appropriately
- 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**

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff, taking account of the Department of Education Statutory Guidance "Keeping Children Safe in Education" 2016 and will observe the following safeguards:

- That documentation sent out to potential candidates will make it clear that safeguarding and 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 an enhanced DBS check;
- That evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary
- Where agency supply cover teachers are used, the school business manager receives vetting information from the agency regarding the worker. There is a cross-checking of information when the worker arrives at the school.

## **7. ALLEGATIONS AGAINST STAFF**

- a. The Governing Body recognises 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. The Governing Body further recognises that, regrettably, in some cases such accusations may be true. The Governing Body, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff. This will initially mean a discussion with the Headteacher and/or the senior Designated Safeguarding and Child Protection Lead.

## **8. STAFF CONTACT WITH PUPILS**

As adults in positions of trust and in order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct and should familiarise themselves with the DfE Guidance regarding reasonable force:

## **9. PHOTOGRAPHY IN SCHOOL AND IN EYFS SETTING**

Children may be at risk when individual pupils can be identified in photographs. For that reason the governing body of St Cuthbert with St Matthias CE School make every effort to minimise risk. In the event of the inappropriate use of children's photographs, the Headteacher will inform the local Child Protection Officer and Social Services and / or the Police.

### **Camera Phones in Schools**

Staff may not take pictures of children on their mobile phones in school or on school trips. This needs to be done using school i-pads and/or cameras.

### **Filming Events**

It is usual for parents to take photographs and videos of children at school events such as the annual Nativity Play and Sports Day. Any objections to this policy should be addressed to the Head Teacher.

If children or parents have any concerns about inappropriate or intrusive photography, they should report them to the Head Teacher who would report them in the same manner as any other child protection concern.

## **10. STAFF TRAINING AND SUPPORT**

- a. The Governing Body recognises the importance of child protection training for Senior Designated Teachers and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.
- b. The Governing Body expects the Headteacher and senior Designated Safeguarding Lead (s) to ensure that all school staff, including support and ancillary staff receive training in child protection annually and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- c. The Headteacher 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 senior Designated Safeguarding Lead (s)
- d. The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Headteacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

## **11. CURRICULUM**

The Governing Body believe that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- 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; and
- Developing non-abusive behaviour between pupils

## **12. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

The Governing Body 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 senior Designated Safeguarding Leads 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.

## **13. CONFIDENTIALITY**

The Governing Body accepts that child protection raises issues of confidentiality, which should be clearly understood by all staff. Reports to the Governing Body will not identify individual children.

## **14. RECORD KEEPING AND REPORTS**

- The Governing Body 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.
- The Governing Body further expect school staff to assist the Family and Children's Services Department by providing information to contribute to child protection enquiries and for child protection case conferences as required.

## **15. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER**

The Governing Body expects the Headteacher and Senior Designated teachers 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.

## **16. COMMUNICATING POLICY TO PARENTS AND PUPILS**

- The Governing Body expects parents and pupils to be informed that the school has a child protection policy and is required to follow the LSCB Guidelines for reporting suspected abuse to the Family and Children's Services Department.
- 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.

## **17. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL'S POLICY**

The governors require the Headteacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

## **18. 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.

# Appendix to Child Protection Policy

## Supplementary Guidance on Definitions and Indicators of Abuse

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's health and/or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent 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 care-givers);
- Ensure access to appropriate medical care or treatment.

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

### Physical Indicators of Neglect

(Many indicators listed in the physical abuse section can also indicate neglect.)

- Abandonment
- lack of shelter
- unattended medical and dental needs
- consistent lack of supervision
- ingestion of cleaning fluids, medicines, etc.
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. scabies, head lice, diaper rash, or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or non-attendance at school or child care
- not registered in school
- not attending school
- underweight and is very small for their age
- if they are regularly left alone, or given responsibility for younger brothers or sisters

### Behavioural Indicators of Neglect

- depression
- poor impulse control
- demands constant attention and affection lack of parental participation and interest
- delinquency
- misuse of alcohol/drugs
- regularly displays fatigue or listlessness, falls asleep in class steals food, or begs for food from classmate(s)
- reports that no carer or parent is at home
- frequently absent or late
- self-destructive
- drops out of school (adolescent)
- takes over adult caring role (of parent)
- lacks trust in others, unpredictable
- plans only for the moment

## **Physical Abuse**

Physical abuse includes hitting, shaking, kicking, punching, scalding, suffocating and other ways of inflicting pain or injury to a child. It also includes giving a child harmful substances, such as drugs, alcohol or poison. If a parent or carer reports non-existent symptoms of illness in a child, or deliberately causes illness in a child, this is also a form of physical abuse.

### Physical Indicators of Physical Abuse

Bruises, black eyes and broken bones are obvious signs of physical abuse. Other signs might include:

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen, face
- Bruising which looks like hand or finger marks or have the shape of an object
- Cigarette burns, human bites
- Scalds and burns.
- Presence of several injuries (3+) that are in various stages of healing repeated injuries / accidents over a period of time
- Injuries not consistent with the child's age and development
- Bald patches on child's head where hair may have been torn out injuries where the child and parents' account of their happening differ

### Behavioural Indicators of Physical Abuse

- Child is sad, withdrawn or depressed
- Has trouble sleeping
- Behaves aggressively or is disruptive
- Shows fear of certain adults
- Has a lack of confidence and low self-esteem
- Uses drugs or alcohol
- Attempts to run away and reluctance of going home
- Stilted conversation, vacant stares or frozen watchfulness, no attempt to seek comfort when hurt
- Describes self as bad and deserving to be punished
- Cannot recall how injuries occurred, or offers an inconsistent explanation
- Wary of adults
- Often absent from school/child care
- May flinch if touched unexpectedly
- Displays indiscriminate affection-seeking behaviour
- Abusive behaviour and language in play
- Overly compliant and/or eager to please
- Poor sleeping patterns, fear of the dark, frequent nightmares
- Cries frequently
- Poor memory and concentration
- Suicide attempts

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

FGM is illegal in the UK and it is also an offence to take a female child out of the UK to undergo FGM or to arrange for a female child to undergo FGM both in the UK and abroad.

### Indicators that a girl has undergone FGM:

- has difficulty walking, sitting or standing;
- has noticeable behaviour changes;
- requests to be excused from PE/Sport;
- confiding in a professional that FGM has taken place;
- requesting help to manage any of the complications associated with FGM;
- spending longer than normal in the toilet due to difficulties urinating;
- frequent UTIs;

- recent onset of signs of emotional and psychological trauma e.g. withdrawal, depression and/or anger;
- reluctance to undergo normal medical examinations.

#### Factors suggesting a girl is at risk of FGM aged 0-15 years old;

- withdrawn from PSHE by parents;
- parent or female child states the girl will be taken out of the country for an extended holiday
- mother had FGM;
- confiding in a professional about a 'special procedure' or 'special holiday' or 'ceremony'
- requesting help from a teacher or other professional to avoid FGM
- older sister had FGM
- talks about a long holiday to country of origin or a country where the practice is prevalent.

#### Action on FGM

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate

#### **Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities (Child Sexual Exploitation) including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Specific attention should be given to safeguarding arrangements where children are engaged in close one-to-one teaching, particularly in specialist performing arts and sports provision

#### Physical Indicators of Sexual Abuse

- pain, itching, bruising or bleeding in the mouth or genital or anal areas
- genital discharge or urinary tract infections
- stomach pains or discomfort walking or sitting
- sexually transmitted infections
- fatigue due to sleep disturbances
- sudden weight change
- cuts or sores made by the child on the arm (self-mutilation)
- recurring physical ailments
- difficulty in walking or sitting
- torn, stained or bloody underwear
- pregnancy

#### Behavioural Indicators of Sexual Abuse

In a younger child:

- sad, cries often, unduly anxious poor concentration
- inserts objects into the vagina or rectum
- change or loss of appetite
- sleep disturbances, nightmares
- excessively dependent
- fear of home or a specific place,
- excessive fear of men or women,
- lacks trust in others
- age-inappropriate sexual play with toys, self, others (e.g. replication of explicit sexual acts)
- age-inappropriate sexual language

- age-inappropriate, sexually explicit drawings and/or descriptions
- bizarre, sophisticated or unusual sexual knowledge
- reverts to bedwetting/soiling
- dramatic behavioural changes, sudden non-participation in activities
- poor peer relationships, self-image
- overall poor self-care
- absence from school
- child talks of receiving special attention from a particular adult, or refer to a new, "secret" friendship with an adult or young person.

In an older child:

- sudden lack of interest in friends or activities
- fearful or startled response to touching
- overwhelming interest in sexual activities
- hostility toward authority figures
- fire setting
- need for constant companionship
- regressive communication patterns (e.g. speaking childishly)
- academic difficulties or performance suddenly deteriorates
- truancy and/or running away from home
- wears provocative clothing or wears layers of clothing to hide bruises (e.g. keeps jacket on in class)
- recurrent physical complaints that are without physiological basis (e.g. abdominal pains, headache, nausea)
- lacks trust in others
- unable to "have fun" with others
- suicide attempts
- drug/alcohol misuse
- poor personal hygiene
- promiscuity
- sexual acting out in a variety of ways

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill-treatment 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. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve 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 ill treatment of a child, though it may occur alone.

#### Physical Indicators of Emotional Abuse

- bedwetting and/or diarrhoea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains

#### Behavioural Indicators of Emotional Abuse

- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships

- severe depression, may be suicidal
- runaway attempts
- violence is a subject for art or writing complains of being left out
- contact is forbidden with other children low self esteem

### Indicators of Grooming Behaviour

Potential warning signs of grooming behaviour might include:

- A pupil receiving special attention or preferential treatment
- Excessive time spent alone with a pupil outside of the classroom
- Frequently spending time with a pupil in private or isolated areas
- Transporting a pupil possibly to or from school
- Making friends with a pupils parents and visiting their home
- Acting as a particular pupil's "listening ear"
- Giving small gifts, money, toys, cards, letters to a pupil
- Using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil
- Overly affectionate behaviour with a pupil
- Flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a pupil
- Other pupils are suspicious and make jokes or references

### **Radicalisation**

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggests identification with a group, cause or ideology
- Using insulting to derogatory names for another group
- Increase in prejudice-related incidents committed by that person – these may include;
  - physical or verbal assault o provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations

- condoning or supporting violence towards others

If you become aware of the indicators of any of these types of abuse you should share your concerns with the DSL. It is not your job to decide if abuse is taking place. It is your duty to pass on concerns to the DSL.

There are five dimensions to the actions we take in response to the Prevent Duty:

- Risk assessment
- Working in partnership with local authorities
- Awareness-raising amongst staff
- Protection from terrorist and extremist material when accessing the internet in school/college Building resilience to radicalisation through the curriculum, e.g. through citizenship and religious education, and considerations for pupils' spiritual, moral, social and cultural (SMSC) development.
- These aspects are addressed through our PSHE policy

#### Peer on Peer Abuse

- Children who abuse others, including those who sexually abuse/offend are likely to have considerable needs themselves and that they may pose a significant risk of harm to other children.
- Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.
- Such children are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.
- Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.
- To help minimise peer on peer abuse we run a weekly circle time programme in all classes, link with NSPCC for assemblies, run a mindfulness programme in school, have trained learning mentors who work with cause for concern children in our school.

There are also those who are at risk of abuse: Children whose situations do not currently fit the above categories, but where social and medical assessments indicate that they are of significant risk of abuse. These could include situations where another child in the household has been harmed or the household contains a known abuser.

#### Honour based violence

Honour based violence which is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

Nationally, some 25% of all Safeguarding referrals originate from schools. It is therefore essential that school staff are aware of the issues and the procedures to be followed when there are concerns about abuse or neglect.

#### **Links to further information on specific safeguarding topics**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES website and the NSPCC website.

Schools and colleges can also access broad government guidance on the issues listed below via the links to the GOV.UK website:

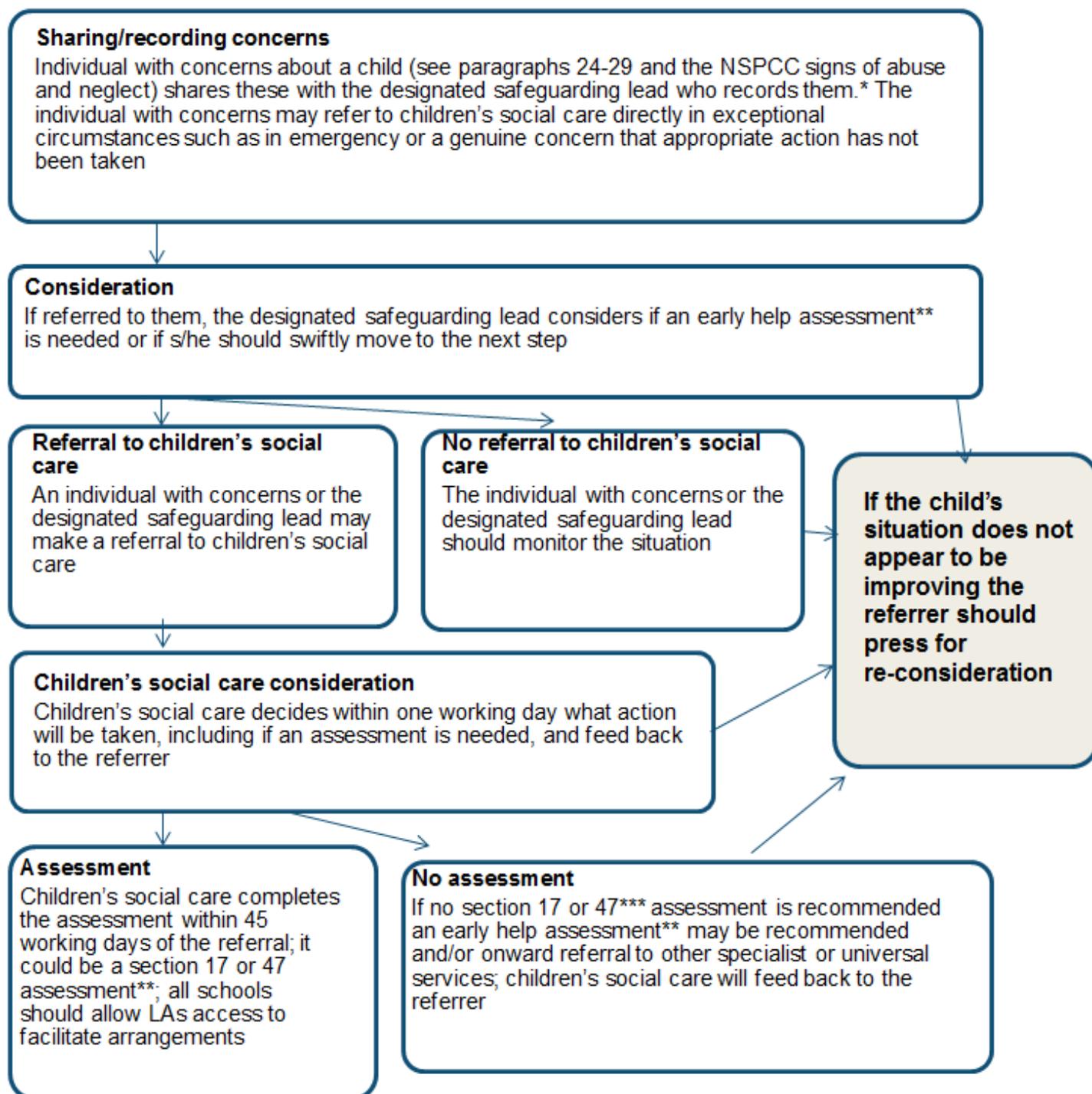
- child missing from education  
<https://www.gov.uk/government/publications/school-attendance>
- child missing from home or care  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- child sexual exploitation (CSE)  
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence  
<https://www.gov.uk/domestic-violence-and-abuse>
- drugs  
<https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness  
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse  
<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM)  
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>
- forced marriage  
<https://www.gov.uk/forced-marriage>
- gangs and youth violence  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)
- gender-based violence/violence against women and girls (VAWG)  
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- mental health  
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering  
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- preventing radicalisation  
<https://www.gov.uk/government/publications/channel-guidance>
- sexting  
<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>
- teenage relationship abuse  
<https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking  
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

**Action when a child has suffered or is likely to suffer harm**  
(see following page)



## Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral.**



## Key contact details Local authority:

<p><b>Key contact details Local authority designated officer (LADO)</b></p>	<p><b>Jane Foster</b> Tri-borough Safe Organisation Manager and Local Authority Designated Officer Telephone:020 7641 6108 Email: <a href="mailto:INTERIM:Hilary.Shaw@rbkc.gov.uk">INTERIM: Hilary.Shaw@rbkc.gov.uk</a></p>
<p><b>Tri-Borough Safeguarding and Child Protection Training, Consultation and Advice for Schools and Education:</b></p>	<p><b>Hilary Shaw</b> Tri-Borough Safeguarding and Child Protection Schools and Education Officer Telephone: 020 7598 4876 Mobile: 07817 365 519 Email: <a href="mailto:Hilary.Shaw@rbkc.gov.uk">Hilary.Shaw@rbkc.gov.uk</a></p> <p><b>Marissa Asli</b> Tri-Borough Safeguarding and Education – Liaison and Training Co-ordinator Telephone: 020 7598 4886 Mobile: 07739 315 432 Email: <a href="mailto:Marissa.Aslibangura@rbkc.gov.uk">Marissa.Aslibangura@rbkc.gov.uk</a></p>
<p><b>Tri-Borough PREVENT</b></p>	<p><b>Jake Butterworth</b> Bi-borough Prevent Officer – Counter Extremism Telephone: 020 8753 6918 Email: <a href="mailto:Jake.Butterworth@lbhf.gov.uk">Jake.Butterworth@lbhf.gov.uk</a></p>
<p><b>Local safeguarding children board (LSCB)</b></p>	<p><b>Alexandra Handford</b> Safeguarding Manager (Acting) Telephone: 0207 598 4638 Mobile: 07973 564580 Email: <a href="mailto:Alexandra.Handford@rbkc.gov">Alexandra.Handford@rbkc.gov</a> *Specialism: Child Sexual Exploitation <b>Sarah Stalker</b> Family Support and Child Protection Adviser Telephone: 020 7598 4640 Mobile: 07971 322 482 Email: <a href="mailto:Sarah.Stalker@rbkc.gov.uk">Sarah.Stalker@rbkc.gov.uk</a> *Specialism: FGM Mon/Tues/Wed only <b>Stacey Duncan</b> Family Support and Child Protection Adviser Telephone: 020 7854 5979 Mobile: 07896 271 561 Email: <a href="mailto:Stacey.Duncan@rbkc.gov.uk">Stacey.Duncan@rbkc.gov.uk</a> Thurs/Fri only</p>
<p><b>Disclosure and Barring Service (DBS)</b></p>	<p><b>Helpline:</b> 03000 200190 <b>Barring referrals:</b> <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a> PO Box 181, Darlington DL1 9FA 01325 953 795</p>
<p><b>Early Years</b></p>	<p>Early Years OFSTED Complaints Manager Royal Exchange Building St Anne’s Square Manchester M2 7LA Tel: 08456014772. 08456404040</p>
<p><b>Childline</b></p>	<p>ChildLine Tel: 0800 1111 Chat online with a councillor: <a href="https://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx">https://www.childline.org.uk/Talk/Chat/Pages/OnlineChat.aspx</a> Create an online account with ChildLine: <a href="https://www.childline.org.uk/Talk/Pages/Email.aspx">https://www.childline.org.uk/Talk/Pages/Email.aspx</a></p>
<p><b>NSPCC</b></p>	<p>NSPCC Tel: 0808 800 5000 Text: 88858 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> Online: <a href="http://www.nspcc.org.uk/reportaconcern">www.nspcc.org.uk/reportaconcern</a> The NSPCC whistle-blowing helpline number 0800 028 02</p>

<b>Early Help</b>	<i>Tel: 020 7598 4608/ 020 7598 4601</i> Email: <b>earlyhelp@rbkc.gov.uk</b>
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