



EVERGREEN PRIMARY SCHOOL

Child Protection Policy

Policy Author	Rena Begum (Headteacher)
Proprietor	Rena Begum
Implementation date	February 2020
Review date	August 2020

Named personnel with designated responsibility for Safeguarding

Academic Year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Safeguarding Proprietor/ Director
2019-2020	Feroz Adam	Rena Begum Anjum Qazi Sara Douadi	Rena Begum

Named personnel with designated responsibility regarding allegations against staff

Academic Year	Designated Senior Manager (this would normally be the Headteacher)	Deputy Designated Senior Manager
2019-2020	Rena Begum	
2019-2020	LADO (Megan Brown) if it involves the Proprietor/ Head teacher	

Dates the Safeguarding Policy is reviewed and dates of any safeguarding audits

Review Date	Changes made/Details of action plan	Due Date	By Whom
April 2016	Updated to reflect new model policy issued by LA	Sep 2017	Rena Begum
August 2016	Updated to reflect new KCSIE guidance issued in May 2016 for implementation from Sep 2016	Sep 2017	Rena Begum
September 2016	Updated to reflect new CME guidance Sep 2016	Sept 2017	Rena Begum
July 2017	Updated to reflect changes post SG audit May 2017 with peer on peer abuse section.	Sep 2018	Rena Begum
September 2018	Updated with reference to new KCSIE 2019 guidance.	Sep 2019	Rena Begum
July 2019	Updated with reference to new KCSIE 2019 guidance.	Sep 2019	Rena Begum

Dates of Staff training and details of course title and training provider

Date	Course	Delivered by	Attended by
September 2019 onwards	Female Genital Mutilation: Recognising and preventing FGM V1.3	Home Office on-line	All Staff
Various dates (on-line course)	Channel General Awareness Module	Home Office – Dept for Policing	All staff to do
9/10/2017	Managing allegations against those who work with children and young people	Learning Box Safeguarding Children	All staff
Various dates	PREVENT Wrap Training	Online Home office e-learning	All staff
9/10/2017	Safeguarding Workshop	Rena Begum	All staff
09/05/2019	Safer Recruitment Training	Safer Recruitment online	Rena Begum
June 2019	Jinn and Exorcism Safeguarding	Tower Hamlets LA	Rena Begum
04/09/2019	Annual Safeguarding Refresher Part One KCSIE 2019 E-safety policy	Anjum Qazi Feroz Adam	All staff

	Staff Code of Conduct		
28/4/2020	DSL Safeguarding Training	Online LGFL	Feroz Adam Anjum Qazi
9/03/2020 to 10/03/2020	First Aid and Mental Health Training (2-day course)	St John Ambulance – London EC2Y 9AE	Rena Begum

INTRODUCTION

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications. [Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.]

Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

This policy is in line with statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2019\)](#), [Working Together to Safeguard Children \(2018\)](#), [London Child Protection Procedures \(5th Edition\)](#), [‘What to do if You are Worried a Child is Being Abused’ 2015](#) and [WF Early Help and Threshold Criteria for Intervention](#)

The **Teacher Standards 2012** state that teachers, including Headteacher should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.

- The statutory guidance **Keeping Children Safe in Education September 2019** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, ‘school’ in this guidance means all schools, whether maintained, non- maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. ‘School’ includes maintained nursery schools. ‘College’ means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement)
- All staff must read Part One of this Keeping Children Safe in Education September 2019 guidance and appendix A. Staff can find a copy in the school office. All staff will also be issued a copy at annually.

Everyone working in or for our school service shares an objective to help keep children and young people safe by contributing to:

- providing a safe environment for children and young people to learn and develop in our school setting, and
- identifying children and young people who are suffering or likely to suffer significant harm, and

taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting

SCHOOL COMMITMENT

Evergreen primary is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance

We recognise that:

- Some children may be especially vulnerable to abuse
- Children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging
- Children can be victims and perpetrators of abuse
- Children who harm others may have been abused themselves
- Allegations can be made against staff, however careful and safe our recruitment practices

This policy will be updated annually and known to everyone working in the school and the proprietorial body. The Proprietorial body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

The school's safeguarding arrangements are inspected by ISI under the judgements for behaviour and safety, and leadership and management.

This policy is available on the school website and is included in the staff handbook and forms part of the induction program for all new staff members/volunteers and parent helpers.

It will also be available to parents on request.

There will be an annual safeguarding audit questionnaire of safeguarding policy and practice.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection

- The school pays full regard to the statutory guidance for schools and colleges; [Keeping Child Safe in Education \(2019\)](#). We ensure that all appropriate measures are applied in relation to everyone who works in the school and who is therefore likely to be perceived by the children as a safe and trustworthy adult. This includes volunteers, supervised volunteers and staff employed by contractors. Safer recruitment practice includes scrutinizing applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and checks with the [Disclosure and Barring Service](#) (DBS).

Our school endeavors to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2019) together with the LCSP Safeguarding

Children Partnership and the school's Staff Recruitment policy and procedures available on the school's network for all staff to access.

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed, if shortlisted.

The school will also:

- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the school's child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the safeguarding policy and staff code of conduct.

All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification and disqualification by association legislation and their obligations to disclose relevant information to the school. Staff are reminded of this at the point of completing the application form and it also forms part of the staff code of conduct.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be

engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2019) part three.

Volunteers

Volunteers, including Proprietors/ Directors will undergo checks commensurate with their work in the school and contact with pupils. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in regulated activity.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safe recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks and barred list checks where required by statutory guidance. Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.

This school is committed to keeping an up to date single central record detailing a range of checks carried out on our staff

Anjum Qazi	(Headteacher/Proprietor)
Rena Begum	(Director)

Safe Practice

Our school will comply will comply with the current [Guidance for Safer Working Practice for Adults who work with Children and Young People](#) and ensure that information in this guidance regarding conduct, is known to all staff and volunteers who come into the school through a safeguarding induction session.

Safe working practice ensures that pupils are safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues where possible in situations that could be open to question
- discuss and/or take advice from school management over any incident which may give rise for concern;
- record any incidents or decisions made;
- apply the same professional standards regardless of diversity issues;
- be aware of information-sharing and confidentiality policies;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner.

Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

All pupils know there is designated safeguarding lead responsible for safeguarding and who this is; that they have a right to speak to this member of staff in confidence. They are reminded that confidentiality cannot be guaranteed, but that they will be listened to, heard and informed of what steps can be taken to protect them from harm and that feedback will be sought, so that their views about actions are known.

Partnership with Parents

The school shares a purpose with parents to educate and keep children safe from harm and to have their welfare promoted. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to protect a child.

The school will, in most circumstances, endeavour to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the London Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's safeguarding policy is available on request.

Partnerships with others

Our school recognises that it is essential to establish positive and effective working relationships with other agencies that are partners of the Hammersmith and Fulham Safeguarding and Child Protection Board. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

School Training and Staff Induction

The school's designated safeguarding leads with designated responsibility for safeguarding will undertake child protection training for designated safeguarding leads and refresher training at two yearly intervals.

All other school staff, including non-teaching staff, will undertake appropriate induction training and safeguarding/child protection training to enable them to carry out their responsibilities for safeguarding effectively, which will be updated regularly.

All staff (including temporary staff, volunteers, supervised volunteers and staff employed by contractors) are provided with the school's safeguarding policy and informed of school's safeguarding arrangements on induction.

Support, Advice and Guidance for Staff

Staff will be supported by [Rena Begum](#). The DSL will be supported by [Anjum Qazi & Feroz Adam](#).

The DSL will know how to access the on-line London Child Protection Procedures.

If you are not sure whether or not to make a referral to Children's Social Care, you can contact the Tri-borough Multi Agency Safeguarding Hub (MASH) Team Telephone: [0207641 3991](tel:02076413991) Email: kduncan1@westminster.gov.uk

Children's Referral and Advice Team on Telephone: [02087535125](tel:02087535125) Email: LADO@lbhf.gov.uk.

[See Appendix 2 – Key Contacts for Child Protection Issues in Hammersmith and Fulham.](#)

Related School Policies

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as pupil health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children providing first aid, school security, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

Bullying

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing 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 our tackling-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. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the headteacher and the DSL will consider implementing child protection procedures.

E-Safety

The school recognises that its pupils will use mobile phones and computers at some time. They are a source of fun, entertainment, communication and education.

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, tumblr, Snapchat and Instagram. Our school has taken account of the latest guidance to protect pupils from online dangers: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Unfortunately, some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **e-safety policy** *available on the school website* explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Although we do not allow mobile phones and other handheld devices in school, the school will take any evidence of cyber-bullying or similar issues outside of school as a serious offence to be dealt with in school.

Many pupils own or have access to handheld 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. *Parents are supported through this process through on-line links to guides for managing children and their use of ICT.*

All staff receive e-safety training and the school's e-safety coordinator is Feroz Adam.

Chatrooms and social networking sites are the most obvious sources of inappropriate and harmful behaviour, which pupils are not allowed to access in school. Some pupils will undoubtedly 'chat' on mobiles or social networking sites at home and parents are encouraged to consider measures to keep their children safe when using social media.

The school has an **e-safety policy** that is known to all staff and pupils.

Photography and Images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their consent for photographs to be taken or published (for e.g. on our website or in newspapers or publications)
- seek parental consent
- use only the pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

Children Missing Education (CME) and Children Missing from Education (CMfE)

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The attendance lead will monitor absences and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

The school follows the Safeguarding Children Practice Guidance; Children Missing from Education guidance (Sep 2016) from the London Child Protection Procedures and will refer all cases of concern to their Education Welfare Officer (EWO) or Attendance Lead and Children's Social Care.

Where parents inform our school that they wish to 'home educate' their child, our school will inform the Local Authorities Education Welfare Service (EWS) and the School Admissions Service who will implement the "Elective Home Education" procedure.

In Hammersmith and Fulham, the Social Inclusion Service within Education is responsible for the delivery of CME (Children Missing Education) duties defined by the Education Act Amendments.

In Hammersmith and Fulham, the Education Welfare Service within Early Help is responsible for agreeing and monitoring TEHEO (The Elective Home Education Officers) with the procedures for once a school place has been offered.

More details about our procedures are available in our admissions policy.

Extended School and Off-Site Arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective safeguarding arrangements are in place.

Confidentiality

The school will operate with regard to [Information Sharing: Guidance for practitioners and managers \(2015\)](#).

"Where there is a concern that the child may be suffering or is at risk of suffering significant harm, the child's safety and welfare must be the overriding consideration."

The school policy should indicate:

- a. When information must be shared with police and social care where the child/young person is / may be at risk of significant harm.
- b. When the pupil's and/or parent's confidentiality must not be breached
- c. That information is shared on a need to know basis

Pupil Information

The School's record-keeping policy for child welfare and child protection is consistent with DfE guidance, which is known to all staff.

In order to keep children safe and provide appropriate care for them, our school requires accurate

and up to date information regarding:

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility (if different from above)
- emergency contact details (if different from above)
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those, which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- if the child is or has been subject to a child protection or care plan
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

The school will collate, store and agree access to this information.

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. The main file will clearly show an alert that a child protection file exists and the location of this. This child protection file will be locked away and only accessible to the head teacher and the designated safeguarding lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for attention of Designated Person Child Protection. Original copies will be retained according to school policy on retention of records.

Roles and Responsibilities

Our Proprietary Body will ensure that:

- the school has a safeguarding policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the school operates safer recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the school follows the London Child Protection procedures for dealing with allegations of abuse against staff and volunteers
- a senior member of the school's leadership team is designated to take lead responsibility for safeguarding (and deputy);
- staff undertake appropriate safeguarding/child protection training, at regular intervals;
- they remedy, without delay, any deficiencies or weaknesses regarding safeguarding arrangements;
- the DSL is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher;
- where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and liaises with the school on these matters where appropriate;
- they review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged through annual local authority Safeguarding Audit.

Our Headteacher will ensure that:

- The policies and procedures adopted by the Proprietorial Body or Proprietor are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and the deputy to carry out their roles effectively including the assessment of pupils and attendance of strategy discussions and other necessary meetings; for e.g. child protection conferences and core group meetings;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the agreed [Whistle Blowing Policy \(Appendix 3\)](#);
- All pupils are provided with opportunities throughout the curriculum to learn about safeguarding.
- including keeping themselves safe online;
- They have completed the on-line Safer Recruitment training;
- The procedure for managing allegations against staff is known to staff and displayed in staffrooms;
- Operate the procedure for managing allegations effectively and refer relevant concerns to the Local Authority Designated Officer (LADO);
- That anyone who has harmed or may pose a risk to a child is referred to the DBS;
- A deputy senior manager is appointed to deal with allegations against staff in the absence of the head teacher.

Senior Member of Staff with Designated Responsibility for Child Protection will: Referrals

- Refer cases of suspected abuse or allegations to children's social care and maintain a record of all referrals;
- Act as a source of support, advice and expertise within the educational establishment and have access to the online London Child Protection Procedures;
- Liaise with the headteacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role;

Training

- Recognise how to identify signs of abuse and know when it is appropriate to make a referral;
- Have knowledge of the escalation policy, the Local Authority Designated Officer (LADO) role, conduct of a child protection case conference and be able to attend and contribute to these;
- Ensure that all staff have access to and understand the school's child protection policy;
- Ensure that all staff have induction training;
- Keep detailed, accurate and secure written records;
- Obtain access to resources and attend any relevant or refresher training courses every two years.

Raising Awareness

- Ensure the safeguarding policy is updated and reviewed annually and work with the Proprietors

regarding this;

- Ensure parents are made aware of the safeguarding policy which alerts them to the fact that referrals may be made and the role of the establishment in this to avoid conflict later;
- Where a child leaves the establishment, ensure the child protection file is copied for the new establishment ASAP and transferred to the new school separately from the main pupil file, as well as ensure the pupil's social worker is informed.

All staff and volunteers will:

Fully comply with the school's policies and procedures, attend appropriate training and inform the designated safeguarding lead of any concerns. If Staff have any concerns relating to the Proprietor they can seek advice from the LADO.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs, which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school

staff being alerted to concerns

As in the Children Acts 1989 and 2004, a **child** is anyone who has not yet reached his/her 18th birthday.

Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **Development** means physical, intellectual, emotional, social or behavioural development; **Health** includes physical and mental health; **Ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and Neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. 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, another child, children or young people.

Sexual Abuse

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.

What is Sexual violence and sexual harassment? Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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. What is consent?8 Consent is about having the freedom and capacity to choose. 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.910 Sexual harassment When referring to sexual

harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline.

When we reference sexual harassment, we do so in the context of child on child sexual harassment. 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.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the
- experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media;
 - sexual exploitation; coercion and threats; and
 - upskirting

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing,

with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

The response to a report of sexual violence or sexual harassment the initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

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 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.

Definitions taken from *Keeping Children Safe in Education 2019*

Children who may be particularly vulnerable

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge

children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying

- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Female Genital Mutilation (FGM)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

FGM refers to procedures of any alteration involving partial or total removal of the external female genital organs. The procedure may lead to short term and long-lasting harmful consequences such as death, trauma, infections, flashbacks, infertility, kidney problems, sexual dysfunctions, incontinence, post-traumatic stress disorder etc. It is known to be practiced in the North African countries, the Middle-East, Indonesia, Malaysia, India and Pakistan. However, with migration worldwide it is also practiced in the UK, the USA, Canada, Australia etc.

One of the prominent reasons for the practice is to suppress women's sexual desire. There is a social pressure on women to undergo the procedure otherwise they may be segregated by their peers or labelled "unclean". Furthermore, FGM is often a requirement for getting married in practicing communities. FGM is not a religious practice.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM.

FGM often takes place in the summer holidays, as the recovery period after FGM can be 6 to 9 weeks. Professionals should be mindful of at-risk times when children go on long holidays and/or are getting a visit by female elder from their country of origin. Additionally, girls are considered at risk where their mother or sisters have undergone FGM, and girls are talking about a 'special' event or procedure to 'become a woman.'

The post FGM symptoms include, but are not limited to, difficulty in walking, sitting or standing, spending longer than normal in the bathroom or toilet, unusual behaviour after a lengthy absence, reluctance to undergo normal medical examinations, and asking for help but not be explicit about the problem due to embarrassment or fear. They can sometimes ask about their friend's problem rather than their problem. **Professionals should raise an alert to child social care via the MASH if they have any FGM concerns.**

Further information on warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44), which focuses on the role of schools and colleges.

Actions

The United Nations addresses FGM as violation of human rights. In the UK FGM is a criminal offence and a harmful form of child abuse. It is illegal to practice in the UK and/or anyone involved in taking girl outside of the UK to have FGM carried out will be punished under the FGM act 2003 and Serious Crime Act 2015.

If staff have a concern, they should activate local safeguarding procedures via the MASH, using existing national and local protocols for multi-agency liaison with police and children's social care.

Since 31 October 2015 there has been a mandatory reporting duty placed on teachers 103 that requires a different approach.

Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils – it is likely that discovery will be made by disclosure by the student, parent or otherwise. These cases **must be referred to police** (via the local CAIT team or by calling 101). **Immediate reporting is required if FGM has been performed recently, and in historical cases, reporting must take place within one month.**

Mandatory reporting commenced in October 2015.

Schools can also:

- Circulate and display materials about FGM
- Display relevant information (for example, details of the NSPCC's Helpline and appropriate black and minority ethnic women's groups)
- Ensure that a private telephone is made available should students need to seek advice discreetly
- Inform colleagues/raise awareness of the issues around FGM – as well as including appropriate training in continuing professional development

- Introduce FGM into the school curriculum in relevant classes, such as personal, social and health education (PSHE), citizenship, religious knowledge, drama and history

Reference and further information

- [Keeping children safe in education, DfE](#) (see pages 14-15), [Multi-agency practice guidelines: FGM, Home Office, DfE](#) (see pages 8, 16, 17 and 42), <http://www.londonscb.gov.uk/fgm/>

SO-CALLED 'HONOUR-BASED' VIOLENCE (Including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

PREVENT

At Evergreen Primary we are fully aware and committed to the on-going protection and safety of our pupils, staff and wider community in accordance with DfE guidance '*Working together to Safeguard Children*' (2018) and '*Keeping Children Safe in Education*' (2018, updated 2019). An integral part of that work relates to the governments PREVENT strategy and the duties it places on academic institutions.

Our school is committed to providing a secure environment for pupils, where children feel safe and are kept safe. All adults in our school recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not. Staff will be alert to issues including:

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture

By continually developing our leadership and accountability practices, staff training opportunities (primarily the Home Office developed WRAP Training), referral systems and management of those referrals, we strive to demonstrate a pro-active and diligent approach to this aspect of our responsibilities as educators and safe-guarders.

Aligned with a consistent delivery of a broad and balanced curriculum and use of the Local Authority- sanctioned Self-Assessment framework, we strive to protect our students - and the

wider community - against the threats of extremism, through the promotion of both fundamental values and cohesion amongst our communities.

We also recognise that further information and support is available from the Multi-Agency Safeguarding Hub (0208 496 2310) and the Local Authority's Community Safety Team (0208 496 3000).

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place

The Anti-social Behavior, Crime and Policing Act 2014

Makes it a criminal offence to force someone to marry. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted
- Details of the new law can be found on the [Legislation website](#)

Young people and adults with support needs are particularly vulnerable to forced marriage because they are often reliant on their families for care, they may have communication difficulties and they may have fewer opportunities to tell anyone outside the family about what is happening to them.

Safeguards for young people and adults with support needs from forced marriage are essentially the same as those without support needs, however agencies do have a role to play in ensuring they are safeguarded, via the MASH. In cases of forced marriage, involving the family and the community may increase the risk of significant harm to the child or young person. The family may deny that the child or young person is being forced to marry and they may expedite any travel arrangements and bring forward the marriage.

Any discussion and agreement-seeking between the family and the Local Authority children's social care should only be done where it will not place a child at increased risk of significant harm.

In cases of forced marriage, discussion with the family or any type of family involvement will often place the child or young person at greater risk of harm.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

What is Child Abuse linked to faith and belief?

There is no agreed definition of or consensus about the concept of 'child abuse linked to faith or

belief'. Child abuse linked to faith or belief can be separated into four areas as follows;

- Abuse that occurs as a result of a child being accused of witchcraft or of being a witch
- Abuse that occurs as a result of a child being accused of being 'possessed by spirits' that is, 'spirit possession'
- Ritualistic abuse
- Satanic abuse

The forms the abuse can take include;

- **Physical abuse:** beating, burning, cutting, stabbing, semi-strangulating, tying up the child, or rubbing chilli peppers or other substances on the child's genitals or eyes
- **Emotional abuse:** in the form of isolation {e.g. not allowing a child to eat or share a room with family members or threatening to abandon them}. The child may also be persuaded that they are possessed
- **Neglect:** failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing or warmth
- **Sexual abuse:** within the family or community, children abused in this way may be particularly vulnerable to sexual exploitation

Where does it take place?

Child Abuse linked to faith and/or belief is not confined to one faith, nationality or ethnic community. Examples have been recorded worldwide among Europeans, Africans, Asians and elsewhere as well as in Christian, Muslim, Hindu and pagan faiths among others.

Not all those who believe in witchcraft or spirit possession harm children. Data on numbers of known cases suggests that only a small minority of people with such beliefs go on to abuse children.

Common factors that put a child at risk of harm include;

- **Belief in evil spirits:** this is commonly accompanied by a belief that the child could 'infect' others with such 'evil'. The explanation for how a child becomes possessed varies widely, but includes through food that they have been given or through spirits that have flown around them;
- **Scapegoating** because of a difference: it may be that the child is being looked after by adults who are not their parents (i.e. privately fostered), and who do not have the same affection for the child as their own children;
- **Rationalising misfortune** by attributing it to spiritual forces and when a carer views a child as being 'different' because of disobedience, rebelliousness, over-independence, bedwetting, nightmares, illness or because they have a perceived or physical abnormality or a disability; Disabilities involved in documented cases included learning disabilities, mental ill health, epilepsy, autism, a stammer and deafness;
- **Changes and / or complexity in family structure or dynamics:** there is research evidence (see Stobart, Child Abuse linked to Accusations of Spirit Possession - see related links) that children become more vulnerable to accusations of spirit possession following a change in family structure (e.g. a parent or carer having a new partner or transient or several partners). The family structure also tended to be complex so that exact relationships to the child were not immediately apparent. This may mean the child is living with extended family or in a private fostering arrangement (see Children Living Away from

Home Procedure, Private Fostering - see related link). In some cases, this may even take on a form of a servitude;

- **Change of family circumstances for the worse:** a spiritual explanation is sought in order to rationalise misfortune and the child is identified as the source of the problem because they have become possessed by evil spirits. Research evidence is that the family's disillusionment very often had its roots in negative experiences of migration:
- In the vast majority of identified cases in the UK to date, the families were first or second generation migrants suffering from isolation from extended family, a sense of not belonging or feeling threatened or misunderstood. These families can also have significantly unfulfilled expectations of quality of life in the UK;
- **Parental difficulties:** a parent's mental ill health appears to be attributed to a child being possessed in a significant minority of cases. Illnesses typically involved include post-traumatic stress disorder, depression and schizophrenia.

The Law in relation to child abuse linked to faith and belief

There are sufficient existing laws within the UK with which to prosecute those responsible for child abuse linked to faith and/or belief thereby negating any need for furthermore specific offences.

What to do if you suspect a child is at risk from abuse linked to faith and/or belief

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness. If you have concerns about a child, you should ask for help. You should discuss your concerns with your manager, a named or designated professional or a designated member of staff.

For example

- for school staff (both teaching and non-teaching) concerns should be reported via the schools' or
- colleges' designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care;
- for early years practitioners, the Early Years Foundation Stage sets out that providers should ensure that they have a practitioner who is designated to take a lead responsibility for safeguarding children who should liaise with local statutory children's services agencies:

Private fostering arrangements

A private fostering arrangement occurs when someone other than a parent or a close relative care for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement,

they will raise this with the DSL and the school should notify the local authority of the circumstances.

Domestic Abuse

Domestic abuse is any type of controlling, bullying, threatening or violent behaviour between people in a relationship. But it isn't just physical violence – domestic abuse includes any emotional, physical, sexual, financial or psychological abuse. It can happen in any relationship, and even after the relationship has ended. Both men and women can be abused or abusers.

Witnessing domestic abuse is really distressing and scary for a child and causes serious harm. Children living in a home where domestic abuse is happening are at risk of other types of abuse too. Children can experience domestic abuse or violence in lots of different ways. They might:

- see the abuse
- hear it from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse.

Domestic abuse can happen in any relationship, and it affects young people too. They may not realise that what's happening is abuse. Even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The school includes the risks of sexual exploitation in the PSHE and RSE curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

Peer on peer abuse.

Peer on peer abuse is when a child might have been abused by another child. There is no clear boundary between incidents that should be regarded as abusive and incidents that are more

properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues.

However, any concern must be referred to the DSL/ASL particularly if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

The school recognises that abuse can and does occur between children. Therefore, the school will seek to ensure that the pupils are kept safe on and look to identify and potential cases on peer on peer abuse through the implementation of our Safeguarding policy. The type of abuse can range from bullying through to sexual abuse.

Preventing peer on peer abuse:

Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting) If a pupil makes an allegation of abuse against another pupil:
- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved
- Both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate We will minimise the risk of peer-on-peer abuse by:
- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent

- Ensuring pupils know they can talk to staff confidentially by promoting communication boxes
- Respond to relevant pupil survey questions
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

Constant supervision.

Pupils will be supervised throughout their time at school and on school trips. This will minimize the possible opportunities for abuse to occur.

Friendship questionnaires

The school will carry out half termly anonymous safeguarding questionnaires which will allow pupils to express concerns about any concerns they have about themselves or other children in their class/school. This allows the school to identify potential issues.

Worry box

The school also has a worry box which allows pupils to post any concerns into the box about anything that worries them. This is checked regularly to identify any potential issues.

Child Criminal Exploitation ('County Lines')

County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or "deal lines". It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as 'cuckooing'.

Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones
- Excessive receipt of texts /phone calls
- Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries
- Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

We commit to teaching pupils about the dangers of gang culture. We help them become resilient and make the right decisions through their PSHE lessons and assemblies. We keep lines of communication open to foster trust and open dialogue.

Knife Crime

- Knife crime is an increasing risk to children, both at school and in their communities. In the 12 months up to September 2018, compared with the 12 months up to September 2014, knife crime had increased by:
 - 68.4% across England and Wales (excluding the Greater Manchester Police area)
 - 55.5% across the Metropolitan Police Service area of London
- The number of sharp instruments found on school property has also increased. 363 were found in 2017–18, compared to 269 in 2013–14. This is shown in data from 21 police forces in England and Wales.
- The Home Office launched a consultation on 1 April 2019 on whether to introduce a new legal duty on schools (among other organisations) to help tackle serious violence such as knife crime.
- Evergreen Primary School commits to work closely with local partners including the metropolis police force to keep staff and pupils informed of the local risks.

We will:

- Think about how we're using exclusions and managed moves
- All schools should make sure their exclusion policy reflects the statutory guidance. As per this guidance, headteachers should consider early intervention and support, rather than immediately excluding a child for carrying a knife. Children who have been excluded appear to be more at risk of committing criminal offences
- The Department for Education should collect data on managed moves, as well as exclusions. Currently, managed moves (where a child is temporarily transferred to another school) are being used to deal with children who carry knives, but there isn't a clear picture of whether these are effective or if they successfully safeguard the children involved
- Prioritise early help and prevention.
- Improve information sharing. We will share full information with one another when children move between schools. This includes when children move to other schools, leave for further education, or when they've been excluded. Incomplete records can mean school leaders aren't working with the full picture of a child's needs or history, which is a safeguarding issue
- Schools should also routinely share information with the police. The police should establish a clear protocol for this with schools
- Teach about knife crime through the curriculum
- School leaders will make sure the personal, social health and economic education (PSHE) provision reflects local safeguarding issues like knife crime. Teaching could be targeted to at-risk children. Some schools avoid this as they don't want to look like a 'problem school' to parents - but that isn't an acceptable trade-off
- School leaders and safeguarding partners will also raise awareness of related issues like grooming and criminal exploitation
- We will use external organisations to provide anti-knife crime and gang affiliation sessions, when necessary. External organisations, e.g. those involving ex-gang members, may have more relevant expertise and credibility among pupils. However, local organisations are likely to help us find and use external providers, as the quality can vary

TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT SCHOOL AND AT HOME

All staff should follow the statutory guidance for schools and colleges; [Keeping Children Safe in Education 2019 – Part One & Annex A: Safeguarding information for all staff.](#)

It is **not** the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff; however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the designated safeguarding lead with responsibility for safeguarding (or the deputy designated safeguarding lead in the absence of the designated person) prior to any discussion with parents.

Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play
- Any explanation given which appears inconsistent or suspicious
- Any behaviours which give rise to suspicions that a child may have suffered harm
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment
- Any concerns that a child is presenting signs or symptoms of abuse or neglect
- Any significant changes in a child's presentation, including non-attendance
- Any hint or disclosure of abuse about or by a child / young person
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present)
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering)

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the welfare concern form to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Early Help process.

Responding to Disclosure

Disclosures or information may be received from pupils, parents or other members of the public. The school recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

Principles

Staff will not investigate but will, wherever possible, listen, record and pass on information to the designated safeguarding lead in order that s/he can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm
- Clarify the information
- Make a written record of what the child has said using the Record Form (Appendix 4)
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise
- Not express feelings or judgements regarding any person alleged to have harmed the child
- Explain sensitively to the person that they have a responsibility to refer the information to the designated safeguarding lead
- Reassure and support the person as far as possible
- Explain that only those who 'need to know' will be told
- Explain what will happen next and that the person will be involved as appropriate

Action by the Designated Safeguarding Lead (or the Deputy Designated Safeguarding Lead in their absence)

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary, call 999
- report your concern as soon as possible to the DSL, definitely by the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern
- seek support for yourself if you are distressed.

The designated safeguarding lead will:

- Consider the child's wishes and feelings, but not promise confidentiality
- Consider any urgent medical needs of the child
- Make an immediate Request for Help, Support and Protection to Hammersmith and Fulham MASH Team if there has been a disclosure an/or allegation of abuse or there are clear grounds for concerns about the child's safety and well-being
- Review Action when a child has suffered or is likely to suffer harm (Appendix 5)
- consult with a member of Hammersmith and Fulham MASH Team if they are uncertain whether or not a referral is required

In consultation with Hammersmith and Fulham MASH Team, decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk
- Whether to make a child protection referral to social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately

- Contact the designated officer for safeguarding in another agency if that agency is working with the family

OR

- Not to make a referral at this stage, but retain the information in written notes on the child's school file
- If further monitoring is necessary and agree who and how this will be undertaken
- If it would be appropriate to undertake an Early Help Assessment and/or make a referral for other services

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to social care for children living in Hammersmith and Fulham needs to be completed using the Request for Help, Support and Protection

Action following a child protection referral

The designated safeguarding lead or other appropriate member of staff will:

- Maintain contact with the allocated Social Worker
- Contribute to the Strategy Discussion and Strategy Meeting
- Provide a report for, attend and contribute to any Initial and Review Child Protection Conference
- Share the content of this report with the parent, prior to the meeting
- Attend Core Group Meetings for any child subject to a Child Protection Plan or Child in Need Meeting for any child subject to a Child in Need Plan
- Where a child on a Child Protection Plan moves from the school or goes missing, immediately inform the key worker in Social Care

Dealing with Disagreement and Escalation of Concerns

The designated safeguarding lead or other appropriate member of staff will:

- Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
- Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- Use the Escalation Policy (Appendix 7) if this does not resolve the concern

Supporting the Child and working in Partnership with Parents

- We will provide a secure, caring, supportive and protective relationship for the child
- The school recognises that the child's welfare is paramount. Good child protection practice and a good outcome for the child relies on a positive, open and honest working partnership with parents
- Whilst we may, on occasion, 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
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why

- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Designated Safeguarding Lead will determine which members of staff “need to know” personal information and what they “need to know” for the purpose of supporting and protecting the child

Specific Safeguarding Issues

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website.

- Children and the court system:
- Young witness booklet for 5 to 11-year old’s Young witness booklet for 12 to 17-year old’s Get help with child arrangements Children missing from education
- Children with family members in prison Child sexual exploitation
- Child criminal exploitation: county lines Domestic abuse
- Homelessness
- So-called ‘honour-based’ violence:
- Female Genital Mutilation Forced Marriage Preventing radicalisation
- Peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges Getting help

Concerns about a child

If you are worried or have concerns about a child or a young person, who you think may be abused, neglected or harmed – please contact:

Child Protection Advice Line /Multi-Agency Safeguarding Hub
9:00am to 5.00pm weekdays Tel: 02087535125
Children’s Social Care Emergency Out of Hours Duty Team (5.00pm onwards)
Tel: 02087488588

Police Child Abuse Investigation Team (CAIT) Tel: 0208 7536610 (or use 999 if not available)

If you are concerned about an adult who works with or has direct contact with children in their place ofwork, either as a paid staff member or volunteer – please contact:

Local Authority Designated Officer (LADO)

Megan Brown
Tel: 020 87535125
Mobile: 07776673020

Email: megan.brown@lbhf.gov.uk

NSPCC Whistleblowing Advice Line 0808 800 5000
Monday to Friday 8am – 10pm or 9am 6pm at the weekends.
Concerns about radicalisation:

Prevent Radicalisation:

Email: preventenquiries@lbhf.gov.uk

Tel: 020 8753 5727

Local Authority Prevent Officer

David Ellard

Mobile: 07717 864 849

Email: David.ellard@lbhf.gov.uk

In an emergency, contact the Police – Dial 999

Hammersmith and Fulham Early Help

Early Help is the term used by agencies in Hammersmith and Fulham to describe how we provide support to children, young people and their families, as soon as problems start to emerge. The aim is for families to get help as early as possible, so things don't get worse.

With the right support at the right time, things can actually improve. As a family member this might mean that you access Early Help support yourself or that professionals work with you and your family.

The Local Offer tells you what support is available for children and their families in the borough. It includes information about:

- Advice, information and support services
- Childcare
- Children's centres
- Education
- Employment, training and volunteering
- Health
- Leisure and youth services
- Money and welfare advice
- Parent support
- Post 16 information
- Special educational needs and disabilities
- Social Care

Early Help

Early Help is everyone's business and practitioners working in universal and targeted services need to be aware of their role in delivering Early Help so that Children and Families receive the right help, at the right time, by the right people, for the right reasons, where they can access it best.

School Practitioners need to assess need using the Early Help Assessment Form and ensure that assessed need is recorded. Assessments carried out with the family provide a better analysis and Plans can be developed with families to help them achieve better outcomes.

Practitioners need to use the process of assessment as a way of engaging with other practitioners who may already be working with the child and their family, or to bring on board new practitioners who would be able to provide support and advice to the family. This work should be coordinated via team around the family meeting, chaired by the lead professional.

Practitioners can access further advice and information from the website

<https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/family-support-service>

Assessed need is recorded on the actual Early Help Assessment and will be stored centrally by the Early Help Service when submitted to the inbox: familyservices@lbhf.gov.uk

The Early Help Co-ordinators will assist you with your EHA and convening initial Team around the Family Meetings (TAFs) where a case is complex. In most cases, this will allow for the co-ordination of all appropriate services with an identified Lead Professional for the family.

If you are uncertain who your Early Help Co-ordinator is, please send an email to the above address and someone from the team will be in-touch.

It is recognised that for some families to “receive the right help at the right time”, additional support may be needed from the LA’s Early Help service or from Children’s Social Care before an Early Help Assessment has been concluded by using the single request for help and support or protection. The request for Help, Support and Protection form also acts as the first part one of the Early Help Assessment and dovetails with it so that the assessment can be continued by the school practitioner if appropriate, in the future.

There will be varying degrees of consent in some cases i.e. consent to do the EHA but only shared with certain people. Consent should always be discussed with parents and their wishes respected. Communication and engagement with parents is critical to informed consent. It is hoped in the majority of cases parents will see the EHA as something supportive and helpful.

The request for Help, Support and Protection form is available for the website:

<https://www.lbhf.gov.uk/children-and-young-people/children-and-family-care/family-support-service>

Allegations regarding person(s) working in or on behalf of the school (including volunteers)

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation.

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to

suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

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

in *Education (DfE, 2018, updated 2019)* and in the school's Managing Allegations policy and procedures.

Staff, parents and Proprietors/Directors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

Where an allegation is made against any person working in or on behalf of the school that he or she has:

- a. behaved in a way that has harmed a child or may have harmed a child;
- b. possibly committed a criminal offence against or related to a child; or
- c. behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children (refer to statutory guidance for schools and colleges);

Keeping Children Safe in Education (2018, updated 2019)

We will apply the same principles as in the rest of this document, as well as always follow the procedures outlined in the above-mentioned document. This includes allegations against staff in their personal lives.

Whilst we acknowledge such allegations, (as all others), may be false, malicious or misplaced, we also acknowledge they may be founded. It is, therefore, essential that all allegations are investigated properly, in line with agreed procedures and outcomes recorded.

Initial Response to an allegation or concern:

Initial Action by person receiving or identifying an allegation or concern

- Treat the matter seriously and keep an open mind
- Make a written record of the information using the [Record Form \(Appendix 4\)](#), including the time, date and place of incident/s, persons present and what was said and sign and date this
- Immediately report the matter to the most senior person in the organization.

Initial Action by the Designated Safeguarding Lead (Deputy Head teacher). If the DSL is the subject of the allegation, then the Proprietors will take the following action.

- Obtain written details of the concern or allegation, but do not investigate or interview child, adult or witnesses
- Contact the LADO within 1 working day
- Discuss with the LADO next steps using the [London Child Protection Procedures Flow Charts Allegations/Concerns Against Staff \(Appendix 8\)](#)
- Inform the Proprietors of the allegation

Subsequent Action by the Designated Safeguarding Lead

- Conduct a disciplinary investigation, if an allegation indicates the need for this
- Contribute to the child protection process by attending professional strategy meetings
- Maintain contact with the LADO
- Ensure clear and comprehensive records regarding the allegation, and action taken and outcome are
- retained on the staff member's personnel file
- Consider along with Human Resources and the LADO whether a referral to the DBS should be made

Children who harm others

Our school recognises that the harm caused to children by the harmful and bullying behaviour of other children can be significant.

Children who harm others should be held responsible for their harmful behaviour and the school staff alerted to the fact that they are likely to pose a risk to other children in the school, home and community.

Where this harm involves sexual abuse, serious physical or serious emotional abuse, the safeguarding procedures set out in this policy will be applied.

This school recognises that children who harm others are likely to have considerable needs themselves and may have experienced or be experiencing significant harm themselves.

Harmful Sexual Behaviour in Education Settings

If a school or education setting has concerns about a child or young person exhibiting sexualised or harmful sexual behaviour they should first screen the incident(s) using the 'AIM for Education Settings' tool (unless the incident warrants immediate police intervention). The outcome of this assessment will guide the school with regard to subsequent referrals, internal risk management, strategies and intervention.

Unless the outcome of the assessment is 'Healthy', the school should then compile a chronology of relevant incidents to support pattern mapping. This will then inform the school's Safety and Support plan both for the child that *has* harmed and the child that *has been* harmed. Throughout the process it is desirable that parents are engaged and informed. The local authority HSB lead are available to provide support, which is supplemented by detailed guidance and support in the AIM for Education Settings manual.

Harmful Sexual Behaviour (HSB): Local Authority Support for Schools

Much of the assessment guidance and resources derive from the AIM Project, who provide a range of training in this area. Most schools will have a member of staff trained in the AIM Education Guidelines and have an AIM Manual.

Key Contacts

Megan Brown

Safer Organisations (incorporates LADO) and Safeguarding in Education Manager

Telephone: 020 8753 5125

Mobile: 07776 673 020

Email: megan.brown@lbhf.gov.uk

Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Complaints
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Curriculum
- Privacy notices
- SEND
- Equality Act
- Mental health

Appendix 1

Child Protection Advice Line Initial Contact and Advice Team (ICAT)	020 8753 6610 Out of hours – 020 8748 8588
<i>Karen Duncan</i> Tri-borough MASH Business Support Officer Telephone: 020 7641 3991 Email: kduncan1@westminster.gov.uk	
Police Child Abuse Investigation Team (CAIT)	02087536610
Hammersmith and Fulham Local Authority Designated Officer (LADO) Contact Megan Brown for allegations against professionals, staff or volunteers.	<i>Megan Brown</i> Safer Organisations (incorporates LADO) and Safeguarding in Education Manager Telephone: 020 8753 5125 Mobile: 07776 673 020 Email: megan.brown@lbhf.gov.uk
For case consultations please contact the Child Protection Advisers: <i>Tricia Hunte</i> <i>Charlotte Holt</i> <i>Piyush Bhattacharya</i> Telephone: 020 8753 5125	

Policy date: February 2020

Review date: February 2021

Appendix 3

SAFEGUARDING CHILDREN: WHISTLE BLOWING

This guidance is written for staff working with children and young people in education settings including maintained schools.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who is targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right?

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Fear of starting a chain of events which spirals out of control
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach your immediate manager, Designated Teacher for Child Protection, or Head teacher
- If your concern is about your immediate manager/Head teacher, speak to the Proprietor/Director or if you feel you need to take it to someone outside the school, contact the Education Safeguarding Service: Tel: 02087535125
- Make sure you get a satisfactory response - don't let matters rest
- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places wherever you can
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

¹Staff includes any adult, paid or voluntary, who works in a school or educational establishment within the Local Authority.

What happens next

- You should be given information on the nature and progress of any enquiries
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith
- Malicious allegations may be considered as a disciplinary offence

Date of Incident/ Concern:		Time of Incident:	
Name of Pupil concern about:			
Names of pupils involved in the incident: (include class if applicable)			
Class/ Year Group:		Report completed by:	
Type of Incident/ Concern:			
<input type="checkbox"/> Safeguarding <input type="checkbox"/> SEN/EAL <input type="checkbox"/> Pupil progress <input type="checkbox"/> Welfare <input type="checkbox"/> Bullying <input type="checkbox"/> Islamophobic		<input type="checkbox"/> E- Safety <input type="checkbox"/> H&S <input type="checkbox"/> Racist <input type="checkbox"/> Behaviour, Emotional and Social Difficulty <input type="checkbox"/> Other	
Give details of the incident (including what, where, why and how) / What are the concerns?			
(Please continue on a separate sheet of paper if required)			
Action taken:			
(Please continue on a separate sheet of paper if required)			
Referral made to:			
Teacher:		Date:	

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

"Absolutely without fail- challenge poor practice or performance. If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong" (reproduced with acknowledgement to "Sounding the Alarm" – Barnardos)

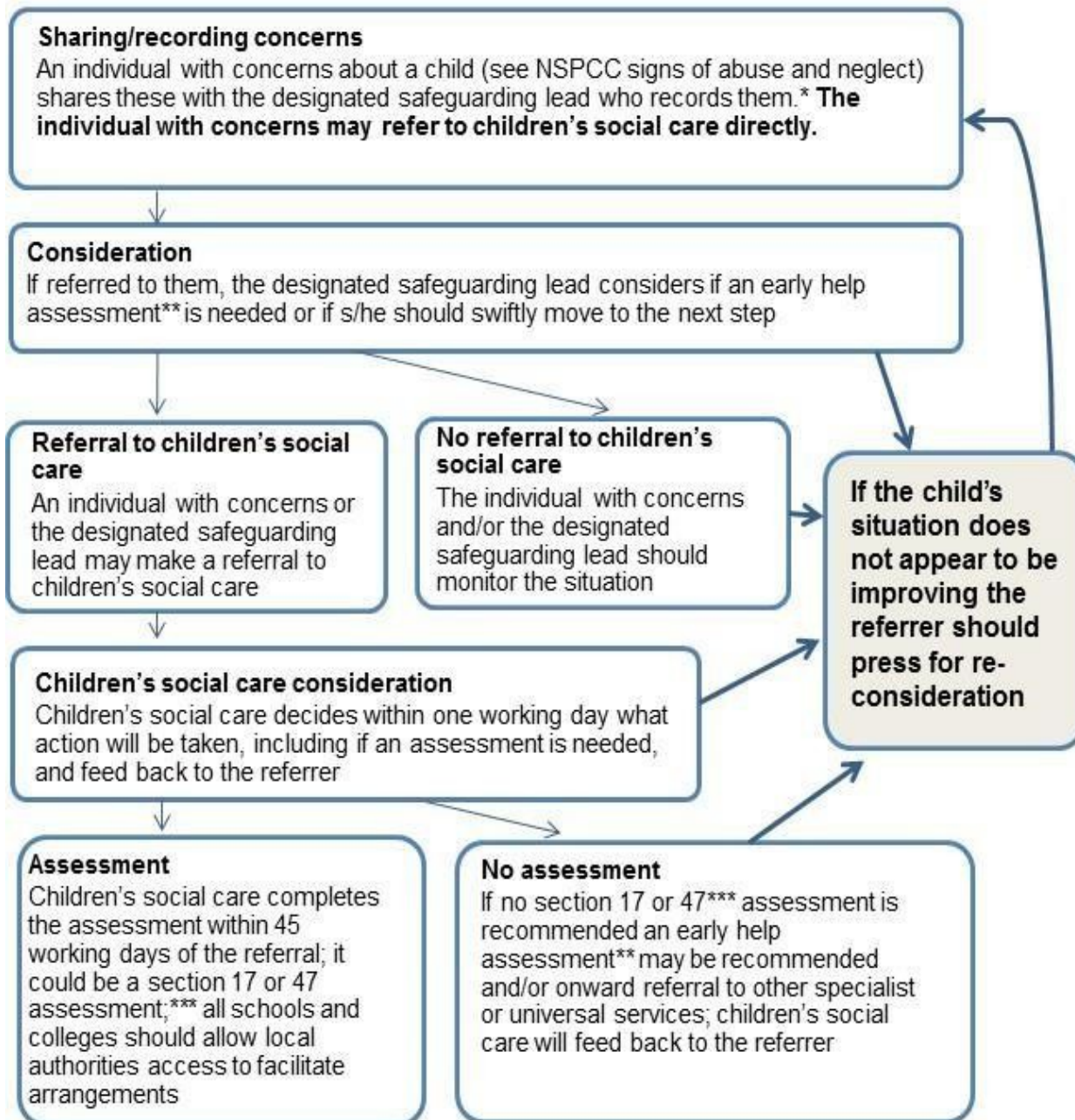
Safeguarding in Education Service Tel: 02087535125

With acknowledgement to Surrey Children's Services for their Model Policy on 'Whistle Blowing'.

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 when 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.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989

Contact Details

Details of person making contact

Name:	
Agency / Team:	
Role / Job title:	
Address	
Contact Number(s):	
Date of this request:	

Consent / Information sharing:

Note: Consent must always be sought unless it puts a child at further risk to do so.

Has the parent or child / young person consented to the requested being made	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
The child / young person knows about the referral:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If no, please state the reason(s):				
The parent / carer knows why the referral is being made:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If no, please state the reason(s):				
The parent / carer understands and agrees to agencies sharing information:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If no, please state the reason(s):				
Request Type				
Please state what your primary request is for:				

Communication needs (including language) regarding any of the people named above

Legal status / Immigration status regarding any of the people names above:

Presenting issues

Please select all presenting issues that apply

Child / Young Person:

Abuse / Neglect Emotional Abuse

Abuse/ Neglect – Neglect

Abuse / Neglect – Physical Abuse

Beyond Parental Control
 Child Missing Education
 Elective Home Education
 Gangs
 Learning Disability
 Missing from Home
 Privately Fostered
 Sexual Harmful Behaviour
 Trafficking
 Violent Extremism/Radicalisation

Young Carer

Anti-social Behaviour
 Emotional Neglect
 Drugs Misuse
 Intentionally homeless
 Forced marriage
 Missing from Education
 Physical Disability or illness
 Self-Harm
 Socially Unacceptable Behaviour
 Under 16 Year Old Pregnancy
 Child / Young Person In Need

Parent / Carer

Alcohol Misuse

Domestic Abuse

Drug Misuse

Intentionally Homeless

Learning Disability

No Recourse to Public Funds

Physical Disability or illness

General:

Alcohol Misuse

Domestic Abuse

Drug Misuse

Family Breakdown

Family Dispute

Financial Support

Learning Disability

Mental Health

Physical Disability or illness

Key agencies involved:

Add name, agency and contact details of all professional involved.

Name		Address	
Role		Contact number(s)	
Agency		Email address	

Details of lead professional:

Name:	
Agency / Team	
Role / Job title	
Address	
Contact Number(s):	
E-mail Address	

The purpose of this section is to assist the inter-agency assessment. Where you do not know on this area please record 'Not Known.' (NK) Record the strengths as well as areas of need or risk so that resources can be directed appropriately. **Information supporting this referral:**
 Child/Young Person's developmental needs/risk factors

	Y	N	N/K	Y	N	N/K
	NEED/RISK			STRENGTHS		
Health						
Emotional						
Behavioural Development						
Education						
Identity						
Family						
Social Relationships						
Social Presentation						
Self-care						

Parents/carers capacity to respond to child / young person:

	Y	N	N/K	Y	N	N/K
	NEED/RISK			STRENGTHS		
Basic Care						
Ensuring safety						
Emotional Warmth						
Stimulation						
Provision of guidance						
Boundaries						
Stability						

Please add any additional details here:

Section B – Request for Help and Support

What led to this referral:

What support has been provided to date to the child / young person or family:

Has this supported any positive changes for the child / young person:

What further support do you think is needed:

What are the outcomes you would like to see as a result:

Has an Early Help Assessment been completed:			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
If Yes, please attach the Early Help Assessment to this referral.			
Have you discussed this case with a WF Early help Co-ordinator?		Yes	<input type="checkbox"/>
		No	<input type="checkbox"/>
Who else has provided information to inform this request			

Please attach or send any other assessments that have been completed.

Section C – Request for Protection

Please state why you think the child / young person has met the threshold for a social care assessment:

Section D – Information to referrer (to be completed by Local Authority)

Once you have submitted this form the information will be collated and our Multi Agency Team will make a decision about the next step. This decision will be made within 48 hours of receipt of a fully completed form (24 hours if there are Protection concerns) and you will be notified accordingly.

Response to referrer form completed:			
Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Date sent to referrer

Completed

Outcomes

Early Help Services	<input type="checkbox"/>	Children’s Social Care	<input type="checkbox"/>
----------------------------	--------------------------	-------------------------------	--------------------------

Contact Name	
Contact Number(s):	

Thank you for your request for Help and Support or Protection

Appendix 7

Date:

Dear Colleague,

Re: How to escalate professional concerns about a child

I would like to advise you and staff in your organisation who have a child protection responsibility how to take action using the appropriate channels when you believe that your professional opinions have not been acted on appropriately. Please disseminate this advice widely to appropriate staff.

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

In the first instance please raise any concerns directly with the manager of the allocated social worker. If there is no allocated social worker, please speak to the manager of referral and advice as below:

Children Social Care and Education

Team Manager MASH/Referral and Advice Hammersmith and Fulham Multi Agency Safeguarding Hub	020 7641 3991 020 7641 3991
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If you feel your concerns have still not been acted on appropriately then please escalate your concerns to the relevant head of service:

Family information Service	020 8753 6918
----------------------------	---------------

Where you remain concerned following your discussion with the head of service, a senior member of staff in your organisation should then speak to:

Safeguarding Team	020 8753 5125
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In the event that your concerns involve children social care in another local authority area, the above staff will contact the relevant staff in that organisation.

It is important that concerns are speedily escalated within the management structure for children's social care until a satisfactory resolution of the concern is secured.

If you have any concerns related to the safeguarding practice of any other agencies, in the first instance please speak to the team manager of the practitioner, and if you remain concerned please contact the following. If you do not receive a satisfactory response, please ask for the next appropriate manager to speak to.

Barts NHS Trust Hospital

Named Nurse for Safeguarding Clare Hughes	020 3594 6321
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Police

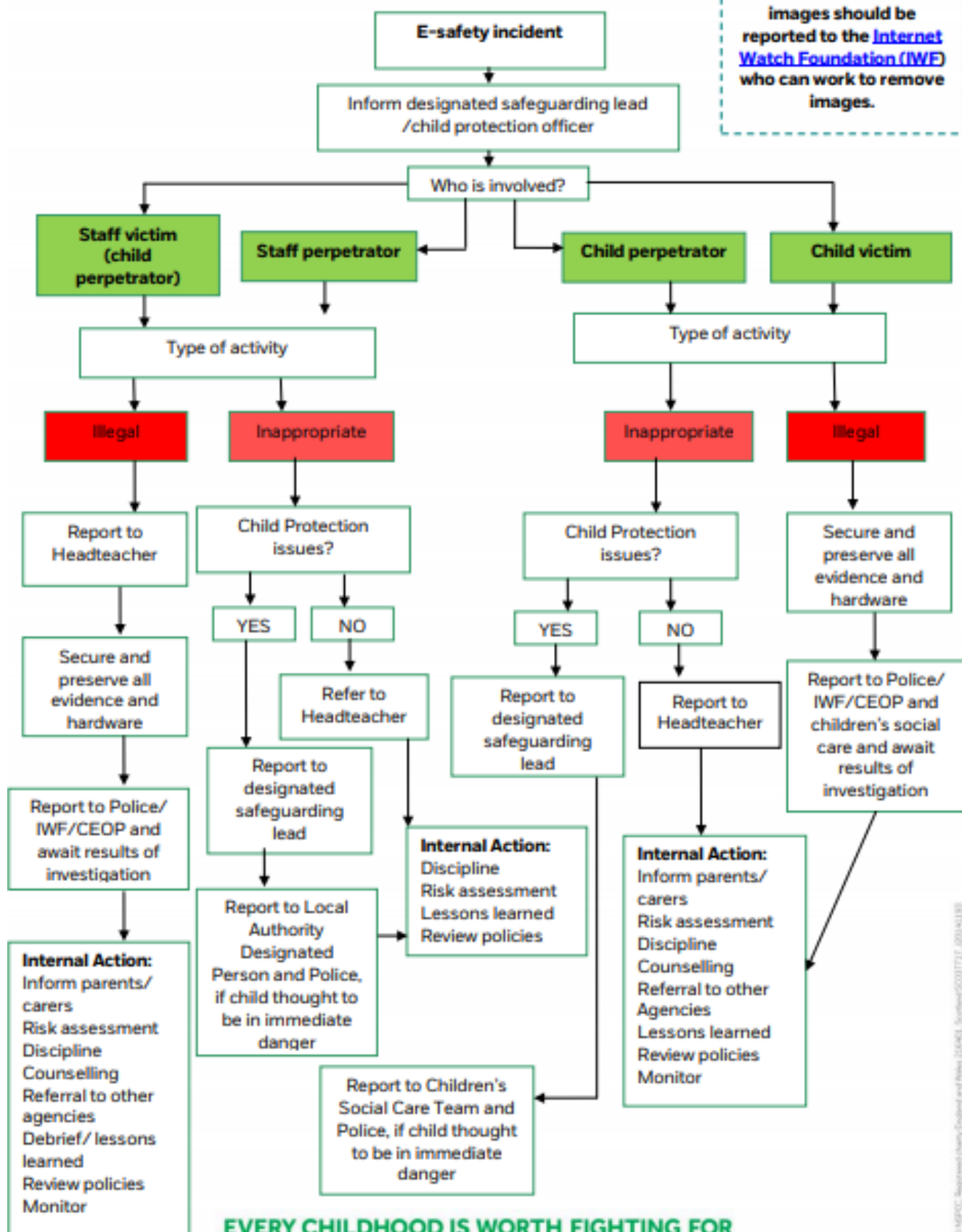
Detective Inspector, Sexual Offences, Exploitation and Child Abuse Command or next stage Detective Chief Inspector	020 8217 6411/6471 email
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Please bring this letter to the attention of all staff. Yours sincerely

Rena begum
Executive Head

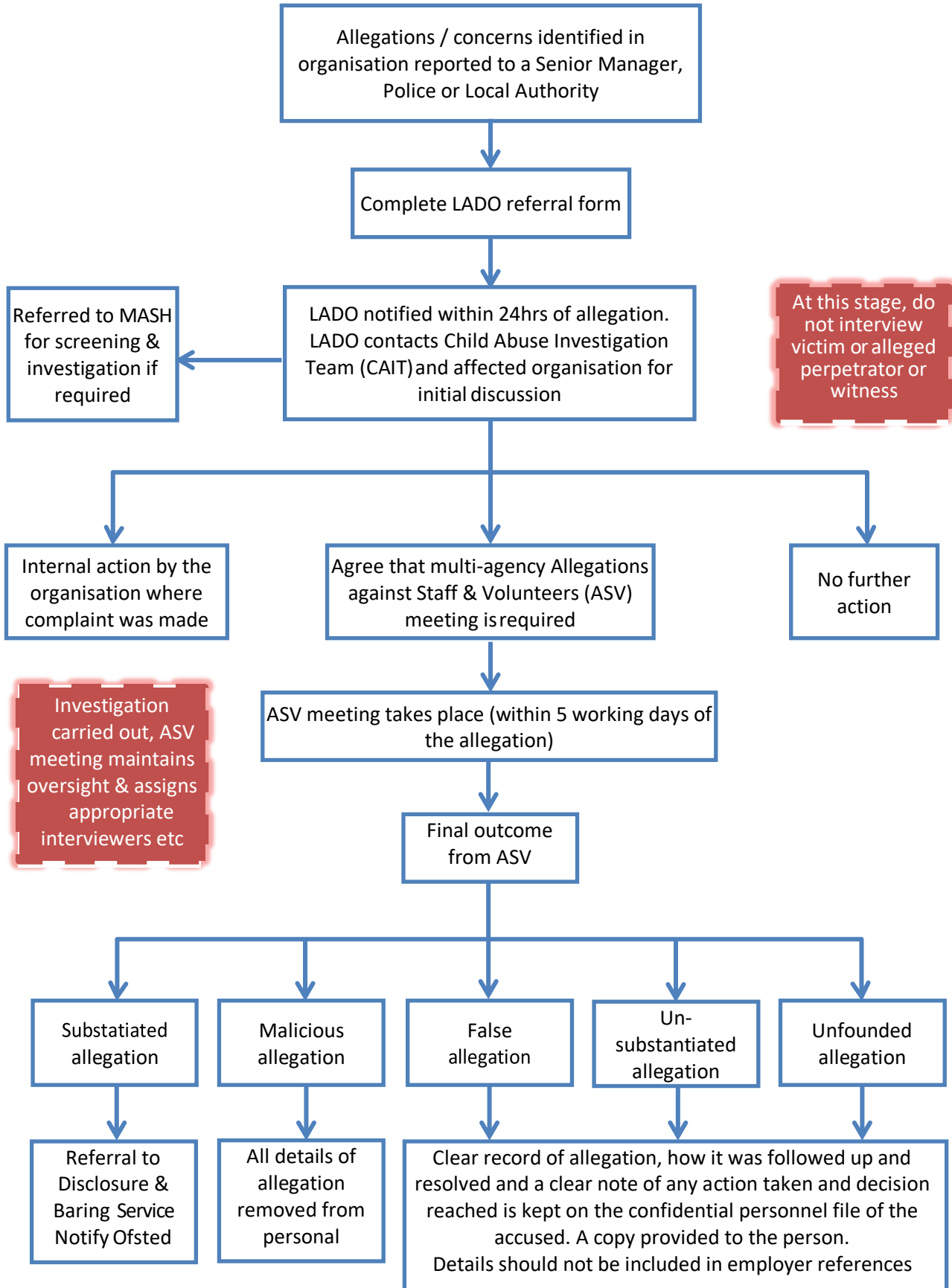
What to do if a pupil or a teacher reports an e-safety incident

Child sexual abuse images should be reported to the [Internet Watch Foundation \(IWF\)](#) who can work to remove images.

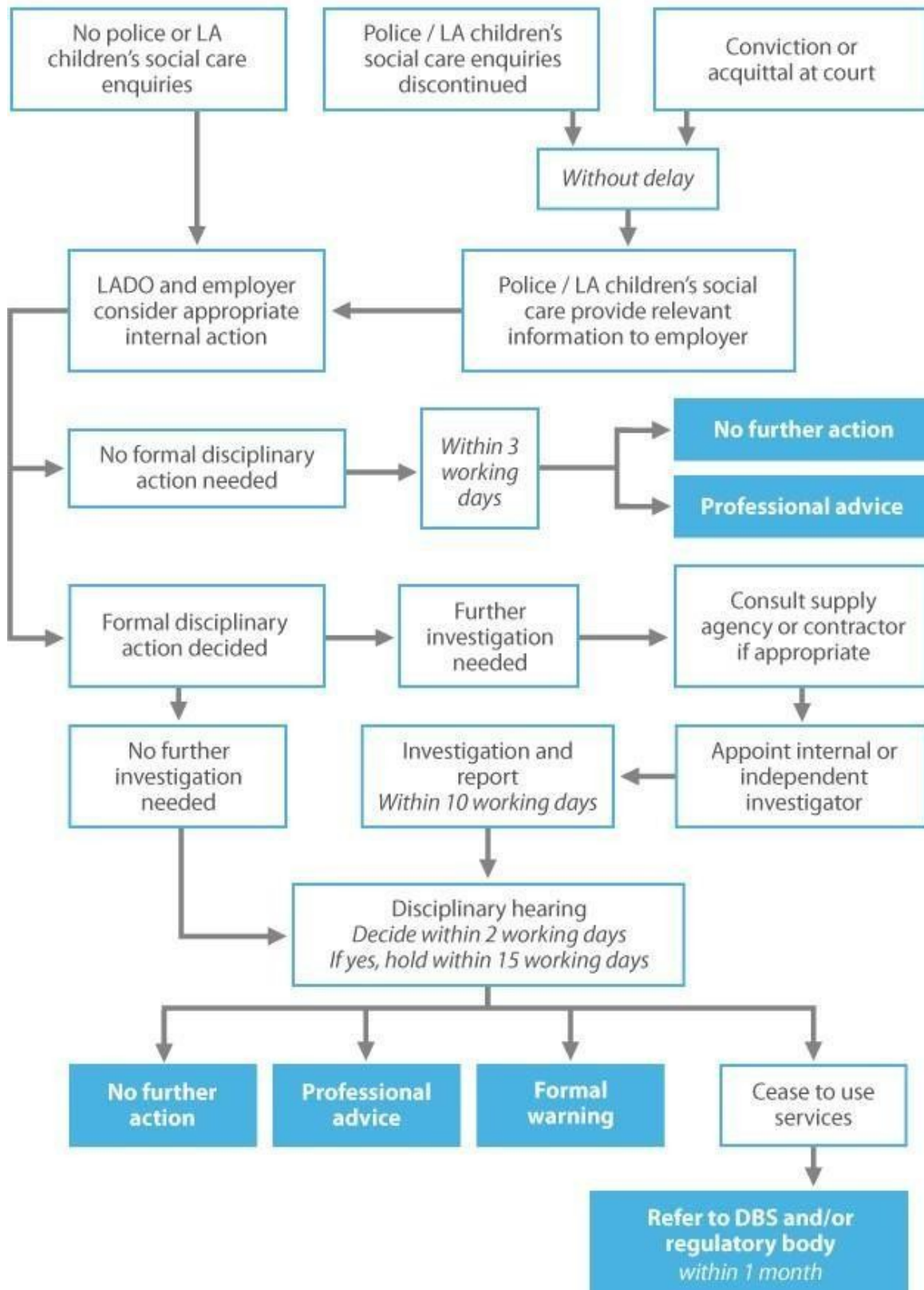


Appendix 8

London Borough of Hammersmith and Fulham
Allegations against staff or volunteers, Child Protection Process Flowchart



Allegations / Concerns Against Staff Disciplinary / Suitability Process



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¹ "teacher" means—
 (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England);
 (b) in relation to Wales, a person who falls within a category listed in the table in paragraph 1 of Schedule 2 to the Education (Wales) Act 2014 (a new 5 categories of registration for purposes of Part 2 of that Act) or any other person employed or engaged as a teacher at a school (within the meaning of the Education Act 1996) in Wales.