

Safeguarding Policy

Knowledge Schools Trust Primaries

Policy owned by:	Knowledge School Trust Primaries
Amendment date:	January 2022
Renewal cycle:	Annually
Renewal date:	January 2023

SAFEGUARDING AND CHILD PROTECTION

1. INTRODUCTION AND RATIONALE FOR POLICY

In line with the Government's vision for all services for children and young people and the procedures set out by the Local Safeguarding Children Board (LSCP), taking into account of guidance issued by the DfE in Working Together to Safeguard Children 2018 & Keeping Children Safe in Education (Statutory Guidance for schools and colleges) 2021 and the Counter Terrorism and Security Act 2015, the governors and all school staff at the Knowledge Schools Trust Primaries recognise that children have a fundamental right to learn in a safe environment and to be protected from harm. The schools are also guided by the Children Act 1989 which enshrined the welfare of the child is paramount.

Young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe. Knowledge Schools Trust Primaries are therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon.

At the Knowledge Schools Trust Primaries, we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

To this end, governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area.

This will include communicating policies and procedures effectively with parents/carers, ensuring all staff and relevant governors attend appropriate training and working effectively with other professionals on behalf of children in need or enquiring into allegations of child abuse.

This policy applies to all staff, volunteers and visitors and contractors, including Supply Teachers and Temporary Casual Staff

2. AIMS OF POLICY

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

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

- Legislative framework
- Definitions and categories of abuse and neglect
- Possible indicators of abuse and neglect

- Action by person receiving or identifying a concern
- Action by designated person
- Consent – child and parent/carer
- Recording and the referral process
- Guidelines for safe practice – professional conduct
- Reports for case conferences

3. GUIDING PRINCIPLES FOR INTERVENTION TO PROTECT CHILDREN

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

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

4. RESPONSIBILITIES OF THE GOVERNORS/TRUST

- To ensure this is an effective Safeguarding Policy and Code of Conduct in place and are being fully implemented.
- To appoint and support the Designated Safeguarding Lead and Deputy Safeguarding Leads, and ensure they undergo training every two years.
- To ensure the school is compliant with statutory guidance.
To appoint a Safeguarding Governor to make sure effective systems are in place to keep children safe, and report back to the governing body about how effective safeguarding is.

5. RESPONSIBILITIES OF HEAD/DESIGNATED SAFEGUARDING LEAD

Governors will ensure that the school has identified a Designated Safeguarding Lead for child protection and that the Head/Designated Safeguarding Lead undertakes the following responsibilities:

- To ensure all staff are familiar with school and Borough procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff.
- To take responsibility for making referrals to the Designated Officer of the Local Authority and/or DBS (Disclosure and Baring Services) in the case of an allegation against a member of staff.
- To ensure all staff receive training in the above, including staff who are temporary or start mid- year.
- To be responsible for co-ordinating action and liaising with school staff and support services over child protection issues.
- To be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school;
- To ensure the school is represented at child protection case conferences, Core Group Meetings and Child in Need Meetings and that written reports are provided as required.
- To follow as appropriate recommendations made by Local Safeguarding Children Partnership (LSCP).
- To be aware of new legislation, guidance, policy, and procedures in Safeguarding and Child protection.
- To support and advise staff on child protection issues generally.

- To disseminate relevant information between agencies to the appropriate staff e.g. to drama therapists.
- Refer any suspected cases of extremism to the local PREVENT team, including making referrals to the Channel programme.
- To maintain accurate and secure child protection records and send on to new schools (where relevant).
- To be aware of pupils who have a social worker
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school staff.

The Designated Safeguarding Leads are:

- West London Free School Primary: Tyson Evans
- Earl's Court Free School Primary: Tyson Evans
- Kensington Primary Academy: Helen Millington
- Edlesborough Primary Academy: Jenny Peel

In the absence of the designated person, the Deputy Designated Safeguarding Leads are:

- West London Free School Primary: Marianne Chapman and Ciara Linder
- Earl's Court Free School Primary: Marianne Chapman and Ciara Linder
- Kensington Primary Academy: Helen Barnes and Kate Hitchins
- Edlesborough Primary Academy: Laura Rimmer, Nicola Boyle and Lindsey Rigby (Pre-School)

6. RESPONSIBILITIES OF SCHOOL STAFF

- All school staff have a responsibility to identify and report suspected abuse and to ensure the safety and well-being of the pupils in their school. In doing so they should seek advice and support as necessary from the Designated Safeguarding Lead.
- Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings, and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.
- All staff at Knowledge Schools Trust Primaries are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead.
- All school staff are expected to:
 - Be able to identify signs and symptoms of abuse including specific safeguarding issues outlined in Keeping Children Safe in Education e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education, Peer-on-peer abuse, Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015;
 - Report concerns (including concerns about other staff/professionals) to the Designated Safeguarding Lead both verbally and via CPOMS.
 - Be aware of the relevant local procedures and guidelines.
 - Monitor and report as required on the welfare, attendance, and progress of all pupils.
 - Keep clear, dated, factual and confidential records of child protection concerns.
 - Respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records).

7. ADULTS WORKING 1:1 OR WITH SMALL GROUPS OF CHILDREN

- Children receiving music lessons in the House (CG) or other breakout spaces (KPA) are monitored by CCTV cameras and/or visibility panels. The footage for CG is monitored monthly by the site team. All peripatetic music teachers hold a current DBS. Any external specialist professionals e.g. Speech and Language Therapist, Family Support Practitioner, Educational Psychologist etc. working with children 1:1 or with a small group will be using spaces with CCTV, visibility panels or a shared space and will hold a current DBS.

- Any other adults working with children 1:1 or with small groups are always in a shared space e.g. the playground or corridor. This requirement is communicated to volunteers as part of their induction and monitored by phase leaders and class teachers. Any volunteer who is in the schools on a regular basis will hold a DBS.
- Whilst off site on a school trip, parent/carer volunteers are only able to take their own child to the toilet. All other children are escorted to the toilet by a member of staff.

8. CHILDREN AND FAMILIES WITH A SOCIAL WORKER

- At Knowledge Schools Trust Primaries, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.
- This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour, and poor mental health.
- We take these needs into account when making plans to support pupils who have a social worker.

9. APPOINTMENT OF STAFF

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

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

10. ALLEGATIONS AGAINST STAFF

Governors recognise that because of their daily contact with children in a variety of situations, including the caring role, teachers and other school staff are vulnerable to accusations of abuse.

Governors further recognise that, regrettably, in some cases such accusations may be true. The governors, therefore, expect all staff to follow the agreed procedures for dealing with allegations against staff as laid out in Part 4 of Keeping Children Safe in Education 2021. This will initially mean a discussion with the Designated Safeguarding Lead, Executive Headteacher and notification/consultation with the Designated Officer of the Local Authority (LADO).

Where an allegation is made about the Executive Headteacher, the Chair of Governors will be informed, and the LADO will be notified by the Chair of Governors.

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the Designated Safeguarding Lead (as well as the Head Teacher)

should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

11. STAFF CONTACT WITH PUPILS

To minimise the risk of accusations being made against staff because of their daily contact with pupils, all school staff should familiarise themselves with the school's expectations regarding professional conduct. Avoid lone working with a child, however if this happens ensure that it has been risk assessed and approved by the Executive Headteacher.

The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the child/young person safe and /or those around them safe and will only be undertaken by staff trained to do so. A record will be made, and parents informed.

All adults will be made aware of the school's policy and procedures for dealing with complaints made against staff and the schools whistle blowing policy and procedures. Staff will be expected to report to the Executive Headteacher any concerns, which they have, about the safeguarding practice of colleagues and volunteers. If the complaint is against the Executive Headteacher this must be made to the Chair of Governors.

12. CURRICULUM

The governors believe that the school curriculum is important in the protection of children. At the Knowledge Schools Trust Primaries, pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it. Examples of this include:

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

- Promoting the Fundamental British Values (which are recognised as: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs)
- Developing non-abusive behaviour between pupils and an awareness and understanding of peer on peer abuse

13. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR CERTAIN HEALTH CONDITIONS

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

Additional barriers can exist when recognising abuse and neglect in this group of children. These barriers include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

14. CHILDREN MISSING IN EDUCATION (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

15. CONFIDENTIALITY

Governors accept that child protection raises issues of confidentiality, which should be clearly understood

by all staff.

Information in relation to child protection concerns should be shared on a “need to know” basis. However, the sharing of information is vital to child protection and, therefore, the issue of confidentiality is secondary to a child’s need for protection.

When sharing information between organisations we will follow the principles outlined in the government guidelines, Information Sharing (Advice for practitioners providing safeguarding services to children, young people, parents, and carers) 2018. The most important consideration is whether sharing information is likely to safeguard and protect a child. Is it: necessary and proportionate, relevant, adequate, accurate, timely, secure, and recorded?

16. RECORD KEEPING AND REPORTS

- a. Governors expect all staff to maintain high quality signed and dated child protection records, which separate fact, allegation, hearsay, and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings. All staff recognise that all matters relating to child protection are confidential and subject to the data protection act, and such records are stored separately from the pupils’ records and are kept locked.
- b. Governors further expect school staff to assist the Family and Children’s Services Department by providing information for child protection case conferences as required.

17. MONITORING PUPILS ON THE CHILD PROTECTION REGISTER

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

The schools will notify Family and Children’s Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register. Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child’s social worker is informed.

18. COMMUNICATING POLICY TO PARENTS AND PUPILS

- a. The governors expect parents and pupils to be informed that the school has a child protection policy and is required to follow national and local guidance for reporting suspected abuse to the Family and Children’s Services Department.
- b. Pupils and parents should know how the school’s child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.
- c. Any safeguarding concerns will be discussed with parents unless doing so would put the child at risk of further harm.

19. MONITORING AND EVALUATING EFFECTIVENESS OF SCHOOL’S POLICY

The governors require the Head and/or Designated Safeguarding Lead to report to them annually on the effectiveness of the school’s child protection policy and on associated issues in the school over the preceding year. The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils.

20. CHILD PROTECTION IN RELATION TO OTHER SCHOOL POLICIES

This child protection policy should be read in conjunction with the Staff Handbook other relevant school policies including:

- Anti-Bullying
- Attendance
- Behaviour for Learning
- E-safety
- Health & Safety
- Safer Recruitment
- Physical Restraint Policy

21. MENTAL HEALTH

All staff at Knowledge Schools Trust Primaries are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the Designated Safeguarding Lead.

22. PREVENT DUTY

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Leads have received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

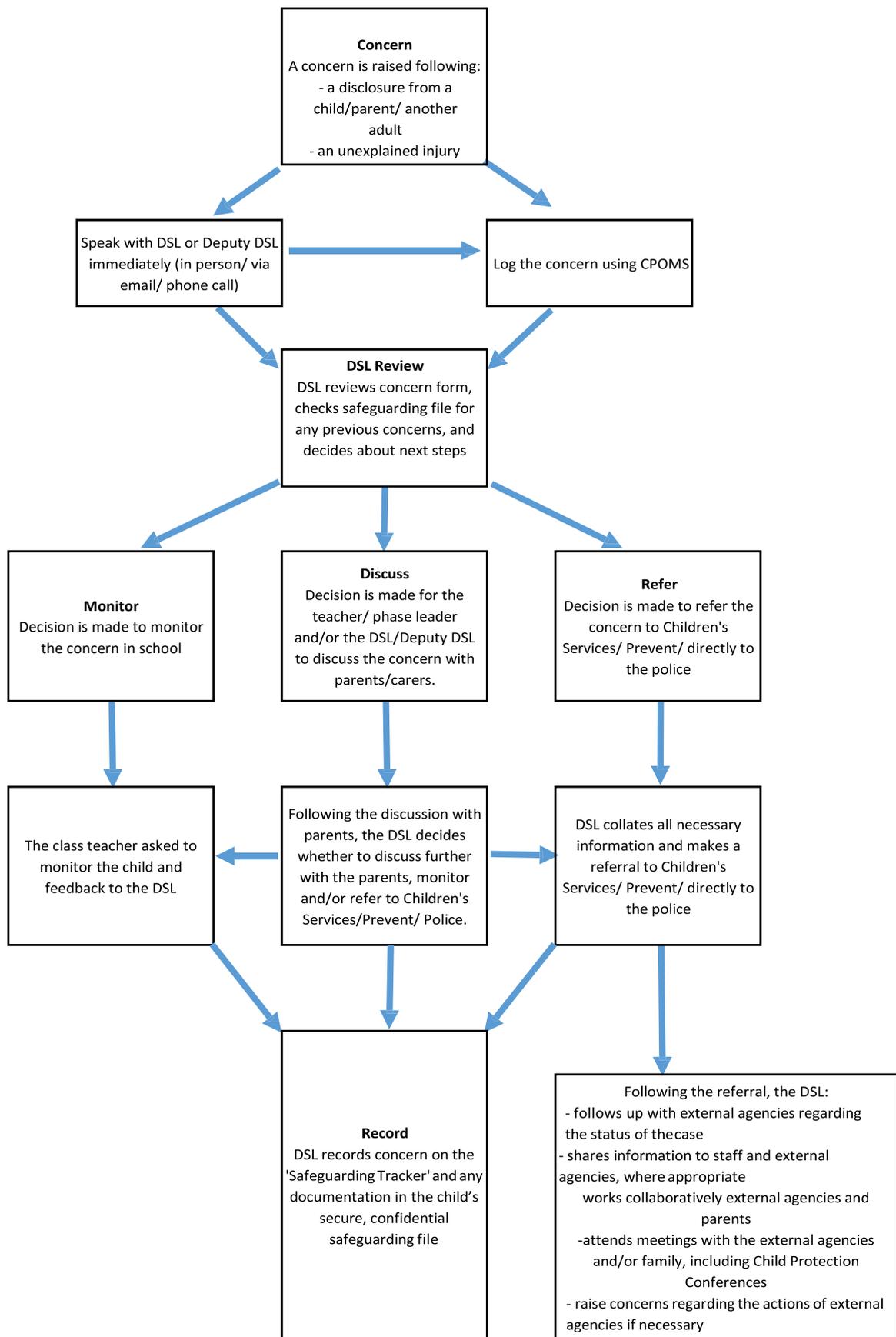
Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Appendix 1: REPORTING CONCERNS FLOW CHART



Appendix 2: *MANAGING ALLEGATIONS INVOLVING SCHOOL STAFF/VOLUNTEERS*

An allegation is any information, which indicates that a member of staff/volunteer may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved towards a child or children in a way which indicates s/he will pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern would be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated, and immediately passed on to the Executive Headteacher.

If the concerns are about the Executive Headteacher, then the **CHAIR OF GOVERNORS** should be contacted

In the absence of the Chair of Governors, the **VICE CHAIR** should be contacted.

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Executive Headteacher will not investigate the allegation itself or take written or detailed statements but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer. If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with the LA **Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures**.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Executive Headteacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

Appendix 3: *USEFUL CONTACTS*

Kensington and Chelsea Duty Line Hammersmith and Fulham Duty Line Westminster Duty Line	Tel: 020 7361 3013 Tel: 020 8753 6600 Tel: 020 7641 4000
Child Protection Training, Consultation and Advice for Schools and Education Hilary Shaw Megan Brown	Tel: 020 7598 4876/078 1736 5519 hilary.shaw@rbkc.gov.uk Tel: 020 8753 5125/ 077 7667 3020 megan.brown@lbhf.gov.uk
Police Child Protection Team	Tel: 020 8246 1901
<p><u>Local Authority Designated Officer</u></p> <p>Hammersmith and Fulham Named LADO: Megan Brown Safer Organisations (incorporates LADO) and Safeguarding in Education Manager</p> <p>Kensington and Chelsea Named LADO: Kembra Healy Safer Organisations Manager and LADO</p> <p>Westminster Named LADO: Kembra Healy Safer Organisations Manager and LADO</p>	<p>Tel: 020 8753 5125 and ask to speak to the Duty Child Protection Adviser lado@lbhf.gov.uk</p> <p>Tel: 020 8753 5125/ 077 7667 3020 megan.brown@lbhf.gov.uk</p> <p>Tel: 020 7361 3013 and ask to speak to the Duty Child Protection Adviser kclado.enquiries@rbkc.gov.uk</p> <p>Tel: 07522 217 314 kembra.healy@rbkc.gov.uk</p> <p>Tel: 020 7641 7668 and ask to speak to the Duty Child Protection Adviser lado@westminster.gov.uk</p> <p>Tel: 07522 217 314 kembra.healy@rbkc.gov.uk</p>
School Nurse (WL& EC) Lisa Canade	Tel: 020 8102 3856/ 07775 036 818 lisa.canade@nhs.net

School Nurse (KPA) Roddenberry Font	Tel: 020 3317 2478 / 07701 397 237 roddy.montgomery@nhs.net
NSPCC	Tel: 0800 028 0285
ChildLine	Tel: 0800 1111
Local Children Safeguarding Children Board (Hammersmith & Fulham, Westminster, Kensington & Chelsea) Jenny Pearce Independent Chair of the LSCB for Hammersmith & Fulham, Kensington and Chelsea and Westminster	Contact via Tel: 020 8753 3759 Emma Biskupski Tel: 07739 315388 Victoria Harris emma.biskupski@lbhf.gov.uk or victoria.harris@rbkc.gov.uk https://www.rbkc.gov.uk/lscb/
<u>Prevent Team</u> Hammersmith & Fulham and Kensington and Chelsea Westminster	Police Tel: 101 Tel: 020 8753 5727 preventenquiries@lbhf.gov.uk Tel: 020 7641 6032 prevent@westminster.gov.uk

USEFUL WEBSITE LINKS

www.nspcc.org.uk

www.ceop.police.uk

www.kidscape.org.uk

<http://www.connectsafely.org/>

<https://www.childnet.com/>

www.internetmatters.org/

www.gov.uk/government/organisations/department-for-education

<http://www.saferinternet.org.uk/>

<http://educateagainsthate.com/>

<https://www.thinkuknow.co.uk/>

<https://www.nspcc.org.uk/>

USEFUL DOCUMENTS

[Keeping Children Safe in Education 2021](#)

[NSPCC Whistleblowing Advice Line](#)

[Female Genital Mutilation](#)

[Working Together to Safeguard Children 2018](#)

[What to do if you are worried a child is being abused 2015](#)

[Working Together to Prevent Terrorism](#)

Appendix 4: *DEFINITIONS*

Safeguarding: is defined as:

- protecting children from maltreatment.
- preventing impairment of children's mental and physical health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best life chances.

Child Protection: Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child: Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital or in custody in the secure estate, does not change his/her status or entitlements to services or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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

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

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, 12 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.

Up skirting: 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.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Child Criminal Exploitation (CCE): where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

County Lines: is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Domestic Abuse: is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to psychological; physical; sexual; financial; and emotional.

Honour-based Abuse: So-called 'honour-based' abuse (HBA) encompasses 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. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Appendix 5: *SIGNS*

Neglect	Emotional	Physical	Sexual
<ul style="list-style-type: none"> • Tired/listless • Unkempt • Poor hygiene • Untreated medical conditions • Medical appointments missed • Constantly hungry or stealing food • Over eats when food is available • Poor growth • Poor/late attendance • Being regularly left alone or unsupervised • Dressed inappropriately for the weather condition • Having few friends and/or being withdrawn • Ill equipped for school 	<ul style="list-style-type: none"> • Failure to thrive • Attention seeking • Over ready to relate to others • Low self esteem • Apathy • Depression/self harm • Drink/drug/solvent abuse • Persistently being over protective • Constantly shouting at, threatening or demeaning a child • Withholding love and affection • Regularly humiliating a child 	<ul style="list-style-type: none"> • Unexplained injuries • Injuries on certain parts of the body • Injuries in various stages of healing • Injuries that reflect an article used • Flinching when approached • Reluctant to change • Crying/ instability • Afraid of home • Behavioural extremes • Apathy/depression • Wanting arms and legs covered even in very hot weather 	<ul style="list-style-type: none"> • Age inappropriate sexual behaviour/knowledge/ promiscuity • Wary of adults/ running away from home • Eating disorders/depression/ self harm • Unexplained gifts/ money • Stomach pains when walking or sitting • Bedwetting • Recurrent genital discharge • Sexually transmitted diseases

