

WEXHAM COURT PRIMARY SCHOOL

Safeguarding and Child Protection Policy

2018 - 2019



Date Approved:	November 2018
Date for Review:	November 2019
Responsibility:	Full Governing Body
Approved By:	Full Governing Body

CONTACT DETAILS

Designated Safeguarding Lead

Mrs Ranvir Chahal, Assistant Head, Wexham School..... 01753 524989

Deputy Designated Safeguarding Lead

Miss Navroop Mehat, Head Teacher, Wexham School 01753 524989

Safeguarding Governor

Mrs Maria Fotheringham Teacher, Wexham School

External Contacts

Referral and Assessment Team, Children's Social Care..... 01753 875362
..... 01753 875591

Child Protection and Reviewing Team Manager 01753 476580

Child Protection Administrator 01753 690450

Emergency Duty Team (For referrals after 5.00pm):..... 01344 786543

Police: 0845 8505505

LADO (Local Authority Designated Officer)

Nicola Johnstone..... 01753 474053

..... .07885 828 387

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If the Designated Safeguarding Lead (DSL) is not available, concerns should be reported to the Deputy Designated Safeguarding Lead. Should neither the DSL nor the Deputy be available, a member of the school's Senior Leadership Team will then seek advice from the Child Protection Reviewing Team Manager and take advice or instruction from him or her.

In exceptional circumstances, all staff may raise concerns directly with Children's Social Care Services.

INTRODUCTION

Section 175 of the Education Act 2002 gives maintained schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance issued by the Secretary of State.

This school recognises its legal and moral duty to promote the well-being of children, and protect them from harm, and respond to child abuse.

We believe that every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged.

We agree that we have a primary responsibility for the care, welfare and safety of the pupils in our charge and we will carry out this duty through our teaching and learning, extra curricular activities, pastoral care and extended school activities. In order to achieve this, all members of staff (including volunteers and governors) in this school, in whatever capacity will, at all times, act proactively in child welfare matters especially where there is a possibility that a child may be at risk of significant harm.

The school seeks to adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. The school hopes that parents and children will feel free to talk about any concerns and will see school as a safe place if there are any difficulties at home.

Children's worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot promise secrecy if concerns are such that a referral must be made to the appropriate agencies in order to safeguard the child's welfare.

In our school, if we have suspicions that a child's physical, sexual or emotional well-being is being, or is likely to be, harmed, or that they are being neglected, we will take appropriate action in accordance with the Child Protection procedures which is in line with the procedures issued by Slough's Local Safeguarding Children's Board (LSCB).

As a consequence, we

- Assert that teachers and other members of staff (including volunteers) in the school are an integral part of the child safeguarding process
- Recognise that safeguarding children in this school is a responsibility for all staff, including volunteers and the Governing Body.
- Will ensure through training and supervision that all staff and volunteers in the school are alert to the possibility that a child is at risk of suffering harm and know how to report concerns or suspicions.
- Will designate a senior member of staff with knowledge and skills in recognising and acting on safeguarding issues. He or she will act as a source of expertise and advice, and will be responsible for co-ordinating action within the school and liaising with other agencies.
- Will ensure that staff with designated responsibility for safeguarding will receive appropriate training to the minimum standard set out by Slough LSCB

- Will share our concerns with others who need to know and assist in any referral process.
 - Will ensure that all members of staff and volunteers who have any suspicion that a child may be suffering or may be at risk of suffering significant harm, refer such concerns to the Designated Safeguarding Lead, who will refer on to Children's Services in accordance with the procedures issued by Slough LSCB
 - Safeguard the welfare of children whilst in the school, through positive measures to address bullying including cyber-bullying, especially where this is aggravated by sexual or racial factors, disability or special educational needs.
 - Will ensure that all staff are aware of the school's child protection procedures established by Slough LSCB and act on any guidance or advice given by them.
 - Will ensure through our safer recruitment and selection of volunteers and paid employees that all people who work in our school are suitable to work with children.
 - Will act swiftly and make appropriate referrals where an allegation is made that a member of staff has committed an offence against a child, harmed a child, or acted in a way that calls into question their suitability for working with children.
 - Ensure that the safeguarding plan is shared with all staff annually
 - Ensure staff have a copy of the staffing structure available showing lines of management.
 - Ensure that we have at least two emergency contact names and numbers for pupils on roll.
1. Wexham School fully recognises its contribution to Child Protection in accordance with the Working Together to Safeguard Children 2018 guidance issued by the Department for Education.
 2. The policy follows guidance as set out in the teacher's standards, Guidance for Safer Working Practices for Working with Children and Young People (2015), Working Together to Safeguard Children 2018 and Keeping Children Safe in Education (September 2018).
 3. The Policy applies to all staff, parents and volunteers working in the school. Everyone may be the first point of disclosure for a child, including, lunch time Supervisors, administration staff, teaching assistants as well as teachers.
 4. The policy applies to the Early Years Foundation stage and details of safeguarding and child protection can be found in the EYFS policy.

PREVENTION

The School recognises that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult all help prevention. The school will, therefore:

- a) Maintain an ethos where children feel secure and are encouraged to talk and be listened to.

- b) Ensure children know that there are adults in the school who they can approach if they are in difficulty.
- c) Include a comprehensive programme of PSHE and IT within the curriculum which will equip children with the skills they need to stay safe from abuse and to know where to turn to for help. The curriculum will teach the pupils about safeguarding including staying safe online.
- d) Include within the Sex and Relationships Education curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

- e) Ensure all Wexham School staff working with and supervising children will be appropriately vetted under the Disclosure and Barring Service
- f) Ensure students, voluntary staff, parent helpers and any other adults in school do not have sole charge of children, unless they have been satisfactorily vetted by the Disclosure and Barring Service
- g) Maintain an Ethos where children feel secure and are encouraged to talk and be listened to.
- h) Ensure children know there are adults in the school who they can approach if they are in difficulty.
- i) Provide children with the tools to get help e.g. Childline or seek help, in writing, verbally or nonverbally indications
- j) Include in the curriculum, PHSE which will help children develop the skills they need to stay safe from abuse and know who to turn to for help.
- k) Include in the curriculum, material which will help children develop realistic attitudes to adult life, particularly with regard to parenting and Childcare skills.
- l) Share concerns with the Designated Safeguarding Lead using the Child Protection Online Monitoring System (CPOMS)

SUPPORTING THE PUPIL AT RISK:

The school recognises that children who are abused (see Appendix 1 for definitions) or who witness violence may find it difficult to develop a sense of self worth and may view the world as benevolent and meaningless. They can feel helpless, humiliated and blame themselves.

The school may be the only stable and predictable element in the lives of children at risk. Nevertheless, when at school, their behaviour may be challenging and defiant. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos
- The school's behaviour policy aimed at supporting vulnerable pupils.
- Liaison with external agencies who support the pupil.
- Keeping records and notifying Children's Services in accordance with guidelines set out in Slough LSCB

Designated Safeguarding Lead:

1. The Designated Safeguarding Lead in this school is: Mrs Ranvir Chahal; she is a member of the Senior Leadership Team.
2. In her absence, these matters will be dealt with by Miss Navroop Mehat.
3. The designated person is key to ensuring that proper procedures and policies are in place and are followed with regard to child safeguarding issues. They will also act as a dedicated resource available for other staff, volunteers and governors to draw upon.
4. The school recognises that:
 - The designated person need not be a teacher, but must be a senior member of staff in the school.
 - All members of staff (including volunteers) must be made aware of who this person is and what their role is.
 - The designated person will act as a source of advice and coordinate action within the school over child protection cases.
 - The designated person will need to liaise with other agencies and build good working relationships with colleagues from these agencies.
 - They should possess skills in recognising and dealing with child welfare concerns.
 - Appropriate training and support should be given.
 - The designated person is the first person to whom members of staff report concerns.
 - The designated person is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures and timescale established by Slough LSCB
 - The designated person is not responsible for dealing with allegations made against members of staff.

To be effective they will:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Children's Services and other relevant agencies over suspicions that a child may be suffering harm.
- Cascade safeguarding advice and guidance issued by Slough LSCB
- Where they have concerns that a referral has not been dealt with in accordance with the child protection procedures, ask the Head of Safeguarding to investigate further.
- Ensure each member of staff and volunteers at the school, and regular visitors (such as trainee teachers and supply teachers, outreach workers and other professionals) are aware of and can readily access this policy and are aware of their personal responsibility.
- Ensure all staff are aware of how to support a child who tells of abuse.
- Liaise with the Headteacher to inform her of any issues and ongoing investigations and ensure there is always cover for the role.

- Ensure that this policy is updated and reviewed annually and work with the designated governor for child protection regarding such.
- Be able to keep detailed accurate secure written records of referrals/concerns, and ensure that these are held in a secure place even if it is not deemed necessary to refer to Children's Services at that time.
- Ensure parents are aware of the child protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure any child protection file is transferred to the new school as soon as possible (marked confidential), separately from the main file and addressed to the designated person for child protection. We will ensure that we receive a receipt to confirm that the new school now holds the file.
- Where a child leaves and the new school is not known, ensure that the local authority is alerted so that the child's name can be included on the database for missing pupils.
- Notify Children's Services if a child has been excluded for a fixed term or permanently.
- Notify Children's Services if there is unexplained absence from school without contact from the parents.

The designated person also has an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Attend training in how to identify abuse and know when it is appropriate to refer a case.
- Have a working knowledge of how Slough LSCB procedures operate and the conduct of a child protection case conference and be able to attend and contribute to these when required.
- Attend any relevant or refresher training courses and then ensure that any new or key messages are passed to other staff, volunteers and governors.
- Make themselves (and any deputies) known to all staff, volunteers and governors (including new starters and supply teachers) and ensure those members of staff have had training in child protection. This should be relevant to their needs to enable them to identify and report any concerns to the designated teacher immediately.

DESIGNATED GOVERNOR:

The Designated Governor for Safeguarding at this school is: Mrs Maria Fotheringham
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The Governors will ensure that the Designated Safeguarding Lead is given sufficient time to carry out his or her duties, including accessing training.

The Governors will review safeguarding practices in the school at least on an annual basis to ensure that:

- The school is carrying out its duties to safeguard the welfare of children at the school.
- Members of staff and volunteers are aware of current practices in this matter, and that staff receive training where appropriate.
- Child protection is integrated with induction procedures for all new members of staff and volunteers.
- The school follows the procedures agreed by the Slough LSCB
- Only persons suitable to work with children shall be employed in the school or work here in a voluntary capacity.
- Where safeguarding concerns about a member of staff are substantiated, take appropriate disciplinary action.
- Policies are in place and reviewed.
- Staff are aware of the Whistleblowing Policy

RECRUITMENT:

In order to ensure that children are protected whilst at this school, we will ensure that our staff and volunteers are carefully selected, screened, trained and supervised. The Headteacher and other people involved in recruiting staff will undertake Safer Recruitment training, either online or face-to-face.

We accept that it is our responsibility to follow the guidance set out in Keeping Children Safe in Education (September 2018) with regard to recruitment in particular:

- Before appointing someone, each reference will have a section regarding the applicant's suitability to work with vulnerable children. A telephone call or personal contact may also be made to clarify any issues that may be raised.
- Check that all adults with substantial access to children at this school have an enhanced Disclosure and Barring Service checks before starting work, and prior to confirmation of appointment.
- A risk assessment will be undertaken before allowing any newly appointed staff to start work without a DBS certificate. The risk assessment may indicate that the person should not start work at all, or, may agree they may start work, but at no point be left unsupervised with any children until the DBS has arrived and been checked by the designated person. This will be made clear to new staff during appointment.

In addition, we will ensure that the following checks are satisfactorily completed before a person takes up a position in the school:

- An Enhanced Disclosure and Barring Service check
- A Barred List check for staff in regulated activity
- A Prohibition from Teaching Check for qualified teachers which will be carried out through the Teacher Services system

- Identity checks to establish that applicants are who they claim to be.¹
- Academic qualifications, to ensure that qualifications are genuine.
- Professional and character references prior to offering employment.
- Previous employment history will be examined and any gaps accounted for
- Disqualification by Association Declaration Form for staff if their home address is also used as a child care setting

VOLUNTEERS:

We understand that some people, unsuitable for working with children, may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, will be given the same consideration as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period then they will be checked to ensure their suitability to work with children.

INDUCTION & TRAINING:

All new members of staff will receive induction training, which will give an overview of the organisation and ensure they know its purpose, values, services and structure, as well as identifying and reporting abuse, and confidentiality issues.

All new staff at the school (including volunteers) will receive a copy of this policy with their contract. It will also include a range of other safeguarding policies including Keeping Children Safe in Education 2018. A form must be signed to confirm that staff have read the policies prior to taking up post.

All staff will be expected to attend training on safeguarding children that will enable them to fulfil their responsibilities in respect of child protection effectively. The school will provide this training through the designated person, who may ask external agencies or use online modules to support. Staff will be informed about the Early Help Process and the difference between 'concerns' and 'immediate danger or risk of harm.'

All staff will attend refresher training at least every three years and the designated safeguarding lead will undertake suitable training annually. To follow best practise, we aim to review DBS checks every three years.

DEALING WITH CONCERNS:

Members of staff and volunteers are not required by this school to investigate suspicions. Concerns must be discussed with the DSL, if possible, and a cause of action decided on. If somebody believes that a child may be suffering, or may be at

¹ e.g., through birth certificate, passport, new style driving licence, etc...

risk of suffering harm, a referral should be made immediately to children's social care and/or the police. Anyone can make a referral. In both cases staff making the referral must inform the DSL as soon as possible. Due to the size of the school, in the majority of instances the staff will refer the matter to the DSL who will make the referral. Posters are placed around the school and the policy is on the internal network, the school's website and in the safeguarding folder in the staffroom.

In the event of the following:

- Receipt of any information from a child, or reports of any suspicions that a child may be at risk of harm, including discussions around FGM etc
- Receipt of information around radicalisation
- Observation of injuries that appear to be non-accidental.
- Where a child or young person makes a direct allegation or implies that they have been abused.
- An allegation against a member of staff.²

Volunteers and staff must record in writing what they have seen, heard or know accurately at the time the event occurs, and share their concerns with the Designated Safeguarding Lead (or Head Teacher if an allegation about a member of staff) and agree action to take.

We will ensure that all members of staff and employees are familiar with the procedures for keeping a confidential written record of any incidents and with the requirements of Slough LSCB

Child protection guidelines are displayed in every classroom.

Where any member of staff fails to report their concerns, this may be dealt with as a disciplinary matter.

The only exception to this is under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) which places a statutory duty upon **teachers** 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. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

SAFEGUARDING IN SCHOOL:

As well as ensuring that we address child protection concerns, we will also ensure that children who attend the school are kept safe from harm whilst they are in our charge.

² Allegation that the member of staff has harmed a child, committed an offence against a child, or behaved in a way that questions their suitability to work with children.

To this end, this policy must be seen in light of the school's policies on:

- Personal, Social and Health Education and Sex and Relationships Education and child protection issues will be addressed through the curriculum as appropriate.
- Anti-Bullying – the school will ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised. We will pay particular attention to sexualized behaviour, or bullying that is homophobic in nature, or where there appear to be links to domestic abuse in the family home. Bullying also includes cyber bullying.
- Safer recruitment and code of conduct for staff.
- Racist incidents.
- Confidentiality.
- Pupil Behaviour and the school rules.
- Health & Safety.
- Physical Intervention.
- Allegations against members of staff.
- E-safety, social media and mobile phone policies
- Whistle Blowing Policy.
- Prevent training
- Fire drills and evacuation procedures
- First Aid
- Manual Handling
- Intimate Care Policy

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

There is a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they are looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Children with SEN and disabilities have a greater availability of mentoring and support.

PHOTOGRAPHING CHILDREN:

We understand that parents like to take photos of or video record their children in the school play, or at sports day, or school presentations. This is a normal part of family life and we will not discourage parents from celebrating their child's successes.

We will not allow others to photograph or film pupils during a school activity without parents' permission, which is sought on admission to the school.

We will not allow images of pupils to be used on school websites, publicity, or press releases, without express permission from the parent, which is sought on admission

and if we do obtain such permission, we will not identify individual children by their full name.

The school cannot however be held accountable for photographs or video footage taken by parents or members of the public at school functions.

Staff who wish to photograph or video children in the school should seek permission from the Headteacher first. Children must not be photographed without their knowledge. School devices are used to photograph children and share on social media if parental permission has been obtained. In exceptional circumstances personal mobile phones can be used to photograph children but must be deleted once the photograph has either been saved on the school's intranet or shared on social media, with parental permission.

CONFIDENTIALITY:

The school, and all members of staff at the school, will ensure that all data about pupils is handled in accordance with the General Data Protection Rules (GDPR) 2018, and any national and local guidance.

Any member of staff who has access to sensitive information about a child or the child's family must take all reasonable steps to ensure that such information is only disclosed to those people who need to know.

Regardless of the duty of confidentiality, if any member of staff has reason to believe that a child may be suffering harm, or is at risk of harm, their duty is to forward this information without delay to the Designated Safeguarding Lead.

CONDUCT OF STAFF:

The school has a duty to ensure that professional behaviour applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries.

At all times, members of staff are required to work in a professional way with children. All staff should be aware of the dangers inherent in:

- Working alone with a child.
- Physical interventions
- Cultural and gender stereotyping
- Dealing with sensitive information
- Giving to and receiving gifts from children and parents

Staff should not:

- Contact children through landlines, mobile phones (including texting), e-mail, social media or smartphone apps
- Disclose personal details

- Meet pupils outside school hours or school duties

Staff should read 'Guidance for safer working practice for those working with children and young people in education settings' (October 2015).

If any member of staff has reasonable suspicion that a child is suffering harm, and fails to act in accordance with this policy and Slough LSCB procedures, we will view this as misconduct, and take appropriate action

PHYSICAL CONTACT & RESTRAINT:

Members of staff may have to make physical interventions with children. Members of staff should only do this:

- where it is necessary to protect the child, or another person, from immediate danger, or harm
- where the member of staff has received suitable training.

ALLEGATIONS AGAINST MEMBERS OF STAFF:

If anyone makes an allegation that any member of staff (including any volunteer or Governor) may have:

- Committed an offence against a child.
- Placed a child at risk of significant harm.
- Behaved in a way that calls into question their suitability to work with children.

The allegation will be dealt with in accordance with national guidance, Keeping children safe in education 2018 and the Managing Allegations policy and as implemented locally by Slough LSCB

The Head Teacher, rather than the designated member of staff, will handle such allegations, unless the allegation is against the Head Teacher, when the Chair of Governors will handle the school's response. The DSL will handle this only if instructed to by the Head Teacher.

The Head Teacher (or Chair of Governors) will discuss any concern about an adult working in the school with the Local Authority's Designated Officer (LADO) without delay and without investigating first.

OFF SITE ACTIVITIES:

Prior to any off site activities or events, the teacher or adult lead will carry out a risk assessment in order to identify risk and put in place reasonable prevention measures. This will be shared with the LA via the Evolve site. Adults will share this risk assessment with all staff who have an obligation to read prior to the event. All

adults are expected to following the schools Safeguarding and Child Protection procedures during these events and act with caution and good supervision when taking pupils out of school and particularly when they are around members of the public. Pupils must not be left unsupervised at any time.

Through curriculum preparation for the visit, teachers will discuss safety while off site and appropriate risks with pupils.

Teachers must have a school mobile, which they check, on school trips so that they are contactable and able to contact the school should there be any issues.

BEFORE AND AFTER SCHOOL ACTIVITIES:

Where the Governing Body transfers control of use of school premises to bodies (such as sports clubs) to provide out of school hours activities, we will ensure that these bodies have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies.

CONTRACTED SERVICES:

Where the Governing Bodies contracts its services to outside providers, we will ensure that these providers have appropriate safeguarding and child protection policies and procedures, and that there are arrangements in place to link with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the provider.

PROCEDURES

1. The School will follow the procedures set out online by the Slough Local Safeguarding Children Board, found here:
<http://www.proceduresonline.com/berks/slough/index.html>
2. The School will:
 - a) Ensure it has a designated member of staff who as a minimum has undertaken a suitable training course provided by an appropriate body
 - b) Ensure every member of staff and every Governor know:
 - The name of the designated person and his/her role.
 - That every adult has an individual responsibility and duty for referring child protection concerns using the proper channels and time scales set out by procedures online.
 - How to access Slough LSCB procedures online.

- c) Ensure that parents have an understanding of the responsibility placed on the school and the staff for child protection by setting out its obligations in the school brochure.
- d) Provide training for all staff so that they know:
 - Their personal responsibility and duty.
 - The procedures online and are familiar with the useful contacts sheet for Childcare Providers and the “What To Do If You’re Worried that a Child is Being Abused” guidance.
 - How to recognise vulnerable children and circumstances.
 - How to recognise possible abuse.
 - How to support a child who discloses abuse.
 - Know how to make a referral.
- e) Notify the Children’s Social Care Child Protection Team if:
 - A child who is at risk is excluded for any period of time.
 - There is any unexplained absence of a pupil at risk for more than two days’ duration from school (or one day following a weekend).
- f) Work to develop effective links with relevant agencies and co-operate as required with any investigation of child protection matters.
- g) Keep written records of concerns about children, even if there is no immediate need to refer to the Children’s Social Care Team.
- h) Adhere to the procedure set out by the procedures online when an allegation is made against a member of staff.

SUPPORTING THE PUPIL AT RISK

1. The School recognises that children who are abused or witness violence may find it difficult to develop a sense of worth and to view the world as benevolent and meaningful. They may feel helpless, humiliated and have some sense of self blame.
2. The school may be the only stable and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and difficult to manage at times.
3. The school will endeavour to support the pupil through:
 - a) The content of the curriculum
 - b) The school ethos
 - c) The school’s behaviour policies aimed at supporting vulnerable pupils in the school.
 - d) Completing a PEP
 - e) Liaison with any other agencies who support the Pupil.

- f) Keeping records and notifying Children's Social Care Team as soon as there is any re-occurrence of a concern.
- g) Providing appropriate care, comfort and privacy after a disclosure, throughout any investigations and after.
- h) Monitor minor patterns or concerns on CPOMS.

DEFINITIONS AND CATEGORIES OF ABUSE.

The following definitions are taken from Keeping Children Safe in Education 2018.

These categories are not necessarily exhaustive, nor are they mutually exclusive. The term Child Abuse in this policy is intended to cover all of these categories. Professional staff need to consider systematically whether some or all of these categories of abuse are present, as well as the degree to which they are present, in the situation faced by each child in the house hold.

Children may be harmed by a parent, sibling, another child or other relative or carer. (i.e. persons who while are not parents have significant daily care or custody of a child, including foster parents or staff in residential homes) an acquaintance or a stranger. The harm may be the result of a direct act or by a failure to provide proper care, or both.

ABUSE AND NEGLECT

Someone 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 a stranger. All school and college staff should be aware abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Inappropriate sexual behaviour, sexual harassment and peer on peer abuse

Indicators of sexually abusive behaviour may include;

- A significant age difference between children involved in sexual behaviour
- Sexual behaviour involving bribery, threats, force or rewards
- A level of sexual knowledge inconsistent with what would normally be expected
- Sexually intrusive/aggressive behaviour

Defining behaviour as sexual harassment is difficult. A child displaying inappropriate sexual behaviour may be an act of immaturity, or indicate that they have the potential to become a sexual offender, or indicate that they themselves have suffered abuse. In all cases, these incidents will be treated seriously and will be reported and investigated. Necessary referrals to agencies will be made.

The misuse of social media between children, especially the practice of 'sexting', is also a form of sexual harassment or abuse and incidents, when discovered or reported, should be recorded and investigated. All reported cases of abuse will be taken seriously and not passed off as a joke or as a part of growing up.

Details of incidents must be recorded on CPOMS and the DSL should be alerted. The needs of the victim should be addressed as well as the perpetrator. Parents/carers of all children involved will be notified so that they can also support their child. It is important to remember that a criminal offence may have been committed and that the parents of the victim have the right to pursue a complaint against the perpetrator. It must also be remembered that the parents/carers may know the perpetrator.

Type of Abuse and Neglect

(Keeping Children Safe in Education (September 2018))

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 (eg via the internet). They may be abused by an adult or adults or another child or children.

Physical abuse

Physical abuse 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

Emotional abuse is 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They

may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

CHILD SEXUAL EXPLOITATION

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

FEMALE GENITAL MUTILATION

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It 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.

There are a range of potential indicators that a girl may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM.

Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found in Appendix 3.

Mandatory Duty to report FGM Disclosures

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. This will usually come from a disclosure. Under no circumstances should school staff physically examine pupils.

Under Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) which places a statutory duty upon **teachers** 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. Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

EXTREMISM AND RADICALISATION

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 Lead has 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. 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.

Recognising Extremism

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

Further information regarding Prevent can be found in Keeping Children Safe in Education (September 2018).

PRIVATE FOSTERING

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone,

including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

ALLEGATIONS AGAINST A MEMBER OF STAFF

All staff, Governors, parents and volunteers have a duty of care to all pupils at Wexham School. Procedures for Managing Allegations against Staff are set out in Keeping Children Safe in Education (September 2018) and in the School Managing Allegations Against Staff policy.

ALLEGATIONS AGAINST BY PUPILS AGAINST PUPILS:

All staff take any allegations or comments made by pupils against other pupils seriously and will not minimise any such allegations. Children follow procedures as set out in the schools behaviour policy, any safeguarding concerns must be passed to the DSL.

POLICY FOR REPORTING

If at any time there are concerns regarding the safety or welfare of a child, this must be reported to the Designated Safeguarding Lead. This report needs to be made by the individual expressing the concern. A written record of the circumstances leading to the referral must be made using CPOMS.

The Designated Safeguarding Lead or other senior leader should be consulted if a member of staff is uncertain about whether concerns should be recorded.

A referral or emergency action – as in the case of medical attention, should not be delayed by the need for consultation.

The Designated Safeguarding Lead may discuss concerns with the child as appropriate to their age and understanding, and with their parents to seek agreement for making a referral to Children's Social Care Team UNLESS such a discussion would put the child or other persons at an increased risk of significant harm.

The school will endeavour to talk to parents before a referral is made unless medical aid is required, there is a risk of endangering the child or to seek advice about whether a referral is needed.

All staff will be familiar with this Safeguarding Policy and the following documents

- Working Together to Safeguard Children (July 2018)
- Keeping Children Safe in Education (September 2018)
- What To Do If You're Worried a Child Is Being Abused Guidance (March 2015)
- Slough Local Safeguarding Children Board's Procedures
Online here: <http://www.proceduresonline.com/berks/slough/index.html>
- Summary sheet of Useful Contacts
- Whistle Blowing Policy and any other we include in the induction pack

Training will be updated regularly in line with local procedures.

A referral must be made if a child or unborn baby is:

- Suffering or has suffered abuse and or neglect.
- Is likely to suffer abuse and /or neglect.
- Would be likely to benefit from family support services – with the agreement of the person with parental responsibility.

A referral to Children's Social Care team must be within 24 hours of the concern being identified. A written record must be provided within 48 hours.

If a child makes a disclosure about any form of abuse, the child should not be pressed for information, led by suggestions or inferences cross examined or be given false assurances of confidentiality. After a disclosure the child should be given appropriate care, comfort and privacy.

An allegation may lead to criminal investigation, members of staff should not attempt to investigate or lead interviews which may jeopardise a Social Care or police investigation.

The referrer should make a written record to include:

- a) Disclosure and discussions with the child.
- b) Discussions with the parent or carer.
- c) Discussions with Line Manager or Supervisor.
- d) Any advice taken from Child Protection and Reviewing Team Manager.
- e) Information given to Children's Social Care Team.
- f) Decisions taken, by whom, timed, dated and signed.

After full discussions and information have been collated, if no further action is to be taken by the Designated Safeguarding Lead, the referrer should be informed of the decision and reasons for that decision.

After a referral, and subsequent investigations by the school, Children's Social Care Team or the Police, the referrer should be given appropriate care, comfort and support.

MONITORING AND REVIEW

This policy will be monitored by the Headteacher and updated annually or sooner if required. An Annual report on safeguarding will be submitted to the governing body
An annual checklist of procedures will be carried out. The CP team will meet termly to review procedures, share CP publications, review cases and procedures as well as to monitor CPOMS.

Updated November 2018

Signed by Mr J Reekie Date.....
Chair of Governors

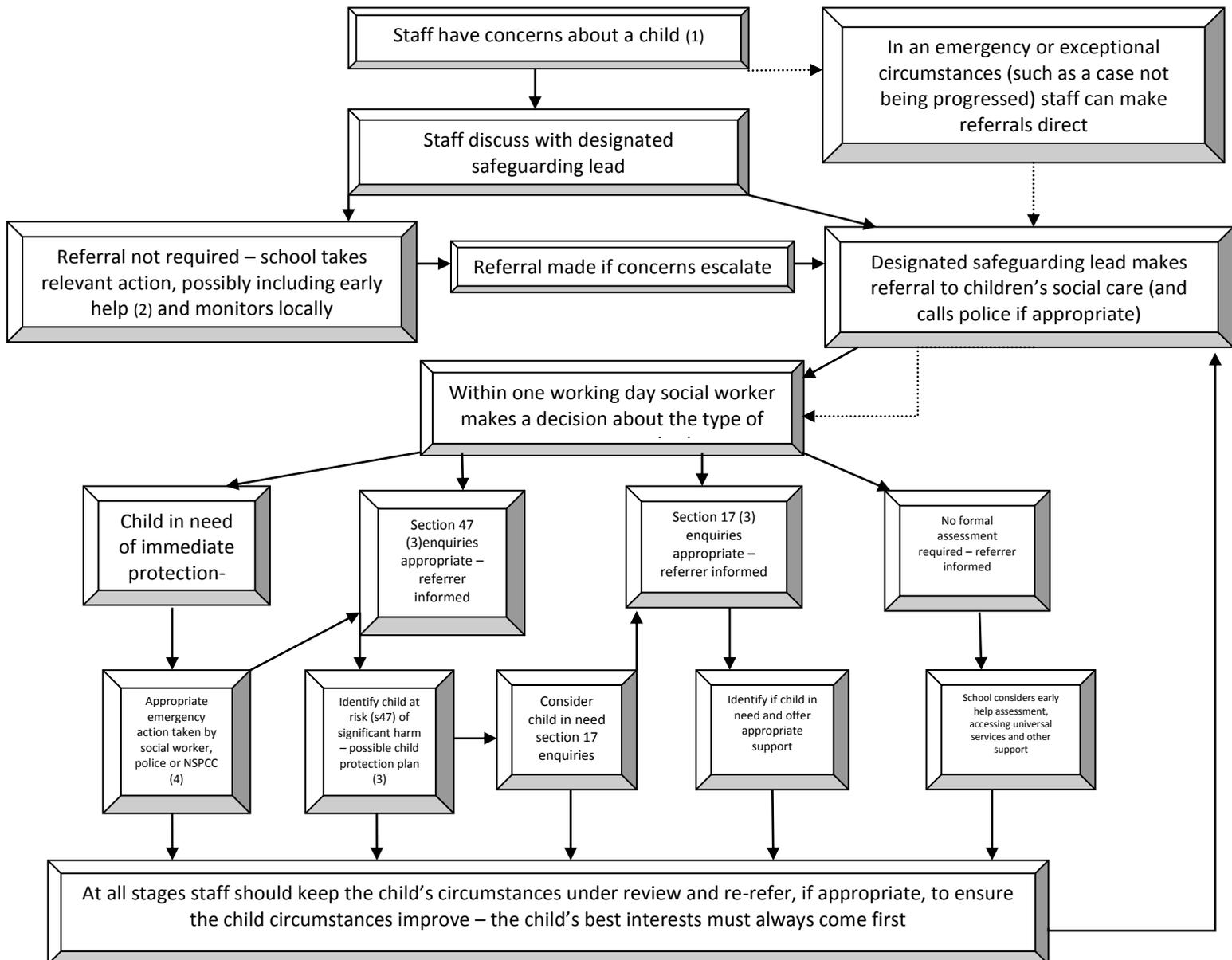
Signed by Miss N Mehat Date.....
Head Teacher

APPENDIX 1

Sources Online

- Working Together to Safeguard Children (July 2018)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Keeping Children Safe in Education (September 2018)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- What To Do If You're Worried a Child Is Being Abused Guidance (March 2015)
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Guidance for Safer Working Practices for Working with Children and Young People (October 2015)
 - <http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

APPENDIX 2 – Actions when there are concerns about a child



- (1) In cases which also involve an allegation of abuse against a staff member, see Keeping Children Safe in Education September 2018.
- (2) Early help means providing support as soon as a problem emerges at any point in a child’s life. Where a child would benefit from coordinated early help a FIRST assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include section 17 assessments of children in need and section 47 assessment of children at risk of significant harm – full details in Chapter one of Working Together to Safeguard Children.
- (4) This could include applying for an Emergency Protection Order (EPO).

APPENDIX 3

FEMALE GENITAL MUTILATION (FGM)

Staff must be aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Please note that FGM is **illegal** in the UK and is recognised in the international community as a violation of the human rights of girls and women. For full details please see the Multi-agency statutory guidance on female genital mutilation here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

1. Clitoridectomy – partial/total removal of clitoris
2. Excision – partial/total removal of clitoris and labia minora
3. Infibulation – entrance to vagina is narrowed by repositioning the inner/outer labia
4. All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Signs that FGM may be about to happen:

- Child mentions getting ready for a special ceremony
- Family are taking a long trip abroad
- Child's family are from an 'at risk' country (eg Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea, as well as non-African countries such as Yemen, Afghanistan, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that child may have undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something that someone has done to them which they are not allowed to talk about
- Secretive behaviour, including isolating themselves
- Reluctance to take part in physical activity
- Repeated urinal tract infection

- Direct disclosure.

APPENDIX 4 – WHAT IS THE EARLY HELP PROCESS?

The information below is taken from Working to Safeguard Children 2015. Please read the full text here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Early Help:

1. Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.
2. Effective early help relies upon local agencies working together to:
 - a. Identify children and families who would benefit from early help;
 - b. Undertake an assessment of the need for early help; and
 - c. Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child. Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Identifying children and families who would benefit from early help

3. Local agencies should have in place effective ways to identify emerging problems and potential unmet needs for individual children and families. This requires all professionals, including those in universal services and those providing services to adults with children, to understand their role in identifying emerging problems and to share information with other professionals to support early identification and assessment.
4. Local Safeguarding Children Boards (LSCBs) should monitor and evaluate the effectiveness of training, including multi-agency training, for all professionals in the area. Training should cover how to identify and respond early to the needs of all vulnerable children, including: unborn children; babies; older children; young carers; disabled children; and those who are in secure settings.
5. Professionals should, in particular be alert to the potential need for early help for a child who:
 - a. Is disabled and has specific additional needs;
 - b. Has special educational needs;
 - c. Is a young carer;
 - d. Is showing signs of engaging in anti-social or criminal behaviour;
 - e. Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;

- f. Has returned home to their family from care;³ and/or
 - g. Is showing early signs of abuse and/or neglect.
6. Professionals working in universal services have a responsibility to identify the symptoms and triggers of abuse and neglect, to share that information and work together to provide children and young people with the help they need. Practitioners need to continue to develop their knowledge and skills in this area. They should have access to training to identify and respond early to abuse and neglect, and to the latest research showing which types of interventions are the most effective.

Effective assessment of the need for early help

7. Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services.
8. Children and families may need support from a wide range of local agencies. 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 early help assessments, such as the Common Assessment Framework, 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 (see paragraph 26).
9. The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special education needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.
10. For an early help assessment to be effective:
- a. The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
 - b. A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and
 - c. If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.
11. If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to

³ Children return home to their families from local authority care under a range of circumstances.

do so, as referral should be made immediately to local authority children's social care. This referral can be made by any professional.

Provision of effective early help services

12. The early help assessment carried out for an individual child and their family should be clear about the action to be taken and services to be provided (including any relevant timescales for the assessment) and aim to ensure that early help services are coordinated and not delivered in a piecemeal way.
13. Local areas should have a range of effective, evidence-based services in place to address assessed needs early. The early help on offer should draw upon the local assessment of need and the latest evidence of the effectiveness of early help and early intervention programmes. In addition to high quality support in universal services, specific local early help services will typically include family and parenting programmes, assistance with health issues and help for problems relating to drugs, alcohol and domestic violence. Services may also focus on improving family functioning and building the family's own capability to solve problems; this should be done within a structured, evidence-based framework involving regular review to ensure that real progress is being made. Some of these services may be delivered to parents but should always be evaluated to demonstrate the impact they are having on the outcomes for the child.

Accessing help and services

14. The provision of early help services should form part of a continuum of help and support to respond to the different levels of need of individual children and families.
15. Where need is relatively low level individual services and universal services may be able to take swift action. For other emerging needs a range of early help services may be required, coordinated through an early help assessment, as set out above. 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 (reasonable cause to suspect a child is suffering, or likely to suffer, significant harm) local authority social care services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.
16. It is important that there are clear criteria for taking action and providing help across this full continuum. Having clear thresholds for action which are understood by all professionals, and applied consistently, including for children returning home from care, should ensure that services are commissioned effectively and that the right help is given to the child at the right time.⁴
17. The LSCB should agree with the local authority and its partners the levels for the different types of assessment and services to be commissioned and delivered. This should include services for children who have been or may be sexually exploited, children who undergone or may undergo female genital mutilation and

⁴ Guidance on specific safeguarding concerns can be found in Working Together to Safeguard Children 2018.

children who have been or may be radicalised. Local authority children's social care has the responsibility for clarifying the process for referrals.

18. The LSCB should publish a **threshold document** that includes:

- a. The process for the early help assessment and the type and level of early help services to be provided;
- b. The criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under:
 - i. Section 17 of the Children Act 1989 (children in need);
 - ii. Section 47 of the Children Act 1989 (reasonable cause to suspect children suffering or likely to suffer significant harm);
 - iii. Section 31 (care orders); and
 - iv. Section 20 (duty to accommodate a child) of the Children Act 1989.
- c. Clear procedures and processes for cases relating to the sexual exploitation of children and young people.

LSCBs with youth secure establishments in their area should ensure that thresholds and criteria for referral and assessment take account of the needs of young people in these establishments.

19. Anyone who has concerns about a child's welfare should make a referral to local authority children's social care. For example, referrals may come from: children themselves, teachers, a GP, the police, health visitors, family members and members of the public. Within local authorities, children's social care should act as the principal point of contact for welfare concerns relating to children. Therefore, as well as clear protocols for professionals working with children, contact details should be signposted clearly so that children, parents and other family members are aware of who they can contact if they require advice and/or support.

20. When professionals refer a child, they should include any information they have on the child's developmental needs and the capacity of the child's parents or carers to meet those needs. This information may be included in any assessment, including the early help assessment, which may have been carried out prior to a referral into local authority children's social care. Where an early help assessment has already been undertaken it should be used to support a referral to local authority children's social care, however, this is not a prerequisite for making a referral.

21. Feedback should be given by local authority children's social care to the referrer on the decisions taken. Where appropriate, this feedback should include the reasons why a case may not meet the statutory threshold to be considered by local authority children's social care for assessment and suggestions for other sources of more suitable support.

Information Sharing

22. Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.

23. Early sharing of information is the key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children.

24. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. To ensure effective safeguarding arrangements:

- a. All organisations should have arrangements in place which set out clearly the processes and the principles for sharing information between each other, with other professionals and with the LSCB; and
- b. No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with local authority children's social care.

25. *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (2018)* supports frontline practitioners working in child or adult services, who have to make decisions about sharing personal information on a case by case basis.⁵ The advice includes the seven golden rules for sharing information effectively and can be used to supplement local guidance and encourage good practice in information sharing.

⁵ [Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers \(2018\).](#)