

Key Contacts for staff:

Role:	Name/ Details:	Contact:
Designated Safeguarding Lead	Emma Murphy	020 8270 4317 Emma.murphy@thamesviewinfants.org
Deputy Designated Safeguarding Lead	Suzy Waters	020 8270 4317 Suzy.waters@thamesviewinfants.org
Deputy Designated Safeguarding Lead	Adam Dobson	020 8270 4317 Adam.dobson@thamesviewinfants.org
Deputy Designated Safeguarding Lead	Serena Lee	020 8270 4317 Serena.lee@thamesviewinfants.org
Nominated Director for Safeguarding / Child Protection	Claire Smith	Claire.smith@thamesviewinfants.org
Chair of Directors	Jamie Joyes	Jamie.joyes@thamesviewinfants.org
Local Authority Designated Officer (LADO)	Mike Cullern	020 8227 3934 07875 993 857 mike.cullern@lbbd.gov.uk
LADO Business Support Officer	Caron Avery	020 8227 2513 Caron.avery@lbbd.gov.uk
LBBB Prevent Co-ordinator	Naheem Bashir	Naheem.bashir@lbbd.gov.uk prevent@lbbd.gov.uk 07394 001 933
Operational Director Children's Care and Support	April Bald	april.bald@lbbd.gov.uk
'Acting' Head of Service Safeguarding and Family Support	Harriet Spence	Harriet.spence@lbbd.gov.uk
Multi Agency Safeguarding Hub (MASH for any concerns regarding children)	Mon-Fri, 9am – 4.45pm Outside of these hours	020 8227 3811 020 8594 8356
Police	For emergencies For non- emergency but possible crime	999 101



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Child Protection Policy

1.0 Introduction

1.1. The Directors and staff of Thames View Infant recognise the contribution they make to safeguarding children. We accept that safeguarding is 'everybody's' responsibility and that all staff, including volunteers, have a full and active part to play in protecting our children from harm. We consider that the safety, health and well-being of all our children is of paramount importance.

1.2. All staff and Directors believe that children have the right to protection and our school should provide a safe, caring, positive, and stimulating environment which promotes the social, physical and moral development of the individual child/young person.

1.3 In line with the law, this policy defines a child as anyone under the age of 18 years but in the case of SEN it is up to 25 years of age.

2.0. The aims of this policy are:

2.1. To support the child's wellbeing and development within a safe environment in ways that will foster security, confidence and independence.

2.2. To raise the awareness of both teaching and non-teaching staff of the need to safeguard children, and of their responsibilities in identifying and reporting possible cases of abuse and of children in need.

2.3. To provide a systematic means of monitoring children known or thought to be at risk of harm.

2.4. To ensure effective communication between all members of staff with regard to all safeguarding issues.

2.5. To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

2.6. To develop and promote effective working relationships with other agencies and professionals engaged with child protection and safeguarding, especially Children's Services and the Police.

2.7. To ensure that all adults within our schools, who have access to children, have been checked as to their suitability, and their names entered on each school's Single Central Record (SCR) in the event that they have unsupervised contact with pupils.

3.0. Procedures

3.1.1 Our school procedures for safeguarding children will be in line with the London Child Protection Procedures (endorsed by the London Safeguarding Children Partnership - LSCP)

We will ensure that:

3.1.2. The name of the Designated Safeguarding Lead (DSL) will be clearly advertised in the school and on the website, along with the policy. The DSL at Thames View Infants is Emma Murphy and the Deputy DSL's are Suzy Waters, Adam Dobson and Serena Lee. Emma Murphy has received Safeguarding Lead training via the NSPCC (September 2025), as have all three Deputy DSL's.



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3.1.3. Thames View Infants meets its statutory safeguarding obligations; a member of the Board of Directors has a designated Child Protection role and reports to the full Governing Body on a range of issues termly. Currently in Thames View Infants this person is Claire Smith. Furthermore, the Headteacher, Paul Jordan and the Senior Leaders support the DSL within their role on a day-to-day basis and strategically over time.

3.1.4. All members of staff develop their understanding of the signs and indicators of abuse and have training at least every 3 years however, to ensure relevant updates are addressed Safeguarding and Child Protection Training is allocated annually, either the first INSET day after Spring or Summer Term.

3.1.5. All members of staff know how to respond to a child who discloses abuse.
See appendix 2 and 3.

3.1.6. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures and the policy is made available to them.

3.1.7. Our policy and procedures will be reviewed annually and updated.

3.1.9. All new members of staff will be given a copy of our child protection procedures as part of their induction into the school, and meet with the DSL to be taken through the procedures & are given a safeguarding induction.

4.0. Responsibilities

The Designated Safeguard Lead (DSL) is responsible for:

4.1.1. Adhering to the London Child Protection Procedures and school procedures with regard to referring a child/young person if there are concerns about possible abuse or a child in need.

4.1.2. Keeping written records of concerns about a child/young person even if there is no need to make an immediate referral.

4.1.3. Ensuring that all such records are kept confidentially and securely and are separate from pupil records.

4.1.4. Ensuring that an indication of further record keeping is marked on the pupil records.

4.1.5. Ensuring that the social worker for any pupil currently on the Child Protection Register, who is absent without explanation on day one, is contacted via email. A home visit is also carried out on day one by a member of the safeguarding team and attendance lead before contacting the social worker.

4.1.6. Ensuring that all school staff are aware of the School's Safeguarding/CP policy and procedures, and know how to recognise and refer any concerns.

4.1.7. Providing an annual report for the Board of Directors, detailing any changes to the policy and procedures; training undertaken by the Nominated Safeguarding Director, and by all staff and Directors/Members; relevant curricular issues, number and type of incidents/cases and number of children referred to Social Services and subject to child protection plans (anonymised).

4.1.8. Keeping themselves up to date with knowledge to enable them to fulfill their role, including attending relevant training, at least every two years.



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5.0. Supporting Children

5.1. We recognise that a child who is abused or witnesses domestic violence/abuse may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.

5.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

5.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

5.4 All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. (Reference KCSIE 2025)

5.5. Our school will support all children by:

- Encouraging self-esteem and self-assertiveness whilst not condoning or bullying
- Promoting a safe, caring and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Children's Services as soon as there is a significant concern
- Providing continuing support to a child/young person, about whom there have been concerns, who leaves the school by ensuring that their child protection record is forwarded, under confidential cover, to the child/young person's new school as soon as possible. (Copy retained).

5.6. We may decide that the children involved do not require referral to statutory services but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent HSB and may prevent escalation of sexual violence. It is particularly important that the designated safeguarding lead (and their deputies) know what the local early help process is and how and where to access support.

6.0. Confidentiality

6.1. We recognise that all matters relating to Child Protection are confidential.

6.2. The Headteacher or designated senior member of staff (DSL) will disclose any information about a child to other members of staff on a need-to-know basis.

6.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

6.4. All staff members must be aware that they cannot promise a child to keep key information a secret or to themselves which might compromise the child's safety or well-being.

6.5. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.



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6.6. All staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

6.7. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

6.8. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the [seven golden rules for sharing information](#) and considerations with regard to the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. (KCSIE 2025)

7.0 INTER-AGENCY WORKING

7.1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care. 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. For more information on Early Help click: <https://www.lbld.gov.uk/early-help-and-support-for-families>

7.2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

7.3. We will participate in Child Safeguarding Practice Reviews (CSPR's), other reviews and file audits as and when required to do so by the LA and regulatory bodies such as Ofsted. We will ensure that we have a clear process for gathering the evidence required for reviews and audits and embed recommendations into practice and compile required actions within agreed timescales.

7.0. Supporting Staff

7.1. We recognise that staff working in the school that have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

7.2. We will support such staff by providing an opportunity to talk through their anxieties with their preferred senior member of staff (CPC) and to seek further support as appropriate.

7.3. We understand that staff should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff in Education Settings" provides advice on this, and the circumstances which should be avoided in order to limit complaints against staff of abuse of trust, and/or allegations of physical or sexual harm.

8.0 Contractors, Service and Activity Providers and Work Placement Providers

8.1. We will ensure that contractors and providers are aware of our school's safeguarding policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

8.2. We will seek assurance in writing that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, 2025. If assurance is not obtained, permission to work with our children or use our school premises may be refused.



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8.3. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

9.0. Allegations against Staff

9.1. All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

9.2. All staff should be aware of the school's safeguarding policy alongside policies that sit alongside it such as intimate care, positive handling, attendance etc.

9.3. We understand that a child may make an allegation against a member of staff.

9.4. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher.

9.5. The Headteacher, DSL or DDSL, on such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).

9.6. If the allegation made to a member of staff concerns the Headteacher, the designated teacher will immediately inform the Chair of the Board of Directors who will consult with the LADO.

9.7. The school will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the school and on the website.

9.8. If staff have a safeguarding concern or an allegation about another member of staff (including supply staff, volunteers or contractors) that does not meet the harm threshold, then this should still be shared in accordance with the School's Safeguarding Procedures.

10.0. Whistle Blowing and Complaints

10.1. We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. The school's whistle blowing policy is available online. Whistleblowing: guidance and code of practice for employers is located:

[Whistleblowing for employees: What is a whistleblower - GOV.UK \(www.gov.uk\)](https://www.gov.uk/whistleblowing)

Whistleblowing Advice Line is available for all on - 0800 028 0285 Email help@nspcc.org.uk

10.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of Safeguarding, which does include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).

10.3. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

10.4. We will actively seek the views of children, parents and carers and staff members on our Safeguarding arrangements through surveys, questionnaires and other means.

NB: please read in conjunction with the section on confidentiality (numbered 6.0 above)



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10.0. Positive Handling/ Physical Intervention

10.1. Our policy on positive handling/ physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.

10.2. We understand that children who have experienced abuse or have Special Education Needs (SEN) may react in extreme ways to touch, and that there should be recognition of this.

10.3. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

11.0. Bullying

11.1. Our policy on the prevention and management of bullying is set out in a separate Anti Bullying policy, and acknowledges that to allow or condone bullying may lead to consideration under safeguarding and child protection procedures.

11.2. The behaviour policy outlines measures to prevent bullying, including cyber-bullying, prejudice-based and discriminatory bullying

11.3. Clear procedures are in place for addressing and minimising the risk of child-on-child abuse, including sexual violence and sexual harassment - these procedures are easily understood and easily accessible

11.4. All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system.

11.5. A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

12.0. Incidents of Discrimination

Any form of discrimination is challenged. Our policy on discriminatory incidents is set out in a separate policy and acknowledges that repeated incidents or a single serious incident may lead to consideration for referral to the police, [Prevent Duty](#) (Channel Programme), Children's Services and other agencies and professionals that may provide intervention and/or support for children and their families.

13.0. Prevention

13.1. We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2. The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.



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- Include in the curriculum opportunities for PSHE, which equip children with the skills they need to stay safe from harm and to know whom they should turn to for help.

14.0. Health & Safety

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the school environment and when they are away from the school whilst undertaking school trips and visits.

15.0. Appointment of Staff/Safer Recruitment

The Headteacher, Assistant Headteacher and School Business Manager acknowledge their responsibility for protecting children from unsuitable people through safe recruitment practices, and have accordingly attended safer recruitment training, along with other key members of staff. Further comprehensive details are included within the Safeguarding Policy.

16.0. Site Security

16.1. All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

16.2. We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance. The visitor procedures are part of the safeguarding policy.

16.3. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

16.4. Full and comprehensive details of visitors and site security are within the safeguarding policy and the school risk assessments online.

17.0. Policy Review

17.1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle

18.2. The Designated Safeguarding Lead will ensure that staff members, including volunteers and sessional workers are made aware of any amendments to policies and procedures

18.3. Additional updates to the safeguarding policy and appendix will take place when needed

Updated Policy Date:	Scheduled review by DSL
November 2025	November 2026



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Policies and Documents to support Safeguarding/Child Protection Policy

[All school Policies are available on our website:](#)

- Thames View Infant Safeguarding policy and Governors' checklist
- Guidance on safe working practices for the protection of staff and children in educational settings
- Behaviour policy
- Whistleblowing policy
- Positive handling policy
- Anti-bullying policy
- Equalities policy
- Health and Safety policy
- Safer recruitment policy
- E- safety policy
- Social networking policy
- Safeguarding policy

Please see the following link for clarification on child protection procedures and definitions:

[London Safeguarding Children Procedures](#) *



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Appendix 1

In considering whether a child is suffering some form of abuse or significant harm, look for physical and behavioral signs. **Your knowledge of a child will help when considering the significance of changes in behaviour or physical appearance. (Further definitions and information is contained in Appendices 3/4)**

Most children get cuts and bruises as part of their daily lives and this can make it difficult to spot non-accidental injuries.

Look out for:

- Injuries which the child cannot explain or the explanation is inconsistent or unconvincing.
- Injuries that are inadequately treated or not treated at all.
- Injuries on parts of the body less likely to receive an accidental injury, such as cheeks, chest or thighs.
- Hand or finger mark bruising
- Cigarette burns or human bite marks
- Broken bones
- Scalding

Look out for unusual behaviour such as:

- not wanting you to contact their parent
- aggressive behaviour or outbursts of temper
- not wanting to go home
- not wanting you to contact their parent
- aggressive behaviour or outbursts of temper
- not wanting to go home
- flinching when approached or touched
- reluctance to get undressed for PE
- depression or moods which are out of character
- excessive fear of making mistakes
- compulsive nervous behaviour
- excessive need for approval, attention and affection

Also look out for the following physical signs:

- being hungry, sometimes stealing food
- being uncared for; frequently dirty or smelly or inappropriately dressed
- untreated medical conditions
- being tired all the time
- frequently absent from school
- a failure to grow and thrive
- the start of a speech disorder, for example, suddenly developing a stammer

Physical signs of sexual abuse might be:

- pain, itching, bruising or bleeding in the genital and anal areas.
- stomach pains or discomfort when the child is walking or sitting down
- toileting more often or sudden, frequent urine infections (UTI's)
- exposing themselves or fidgeting/ touching their private parts/ underwear
- touching other children inappropriately



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Behavioural signs to look out for:

- Changes in behaviour that are sudden and unexplained
- Showing fear of someone
- Nightmares or bedwetting
- Sexualised behaviour or age-inappropriate knowledge in young children
- Reluctance to get undressed for PE or take jumpers off in warm weather

Appendix 2

What to do if you are worried that a child may be suffering abuse:

1. If you see, hear or are told anything that concerns you about a child's welfare, you must record it in writing and report it to the DSL/Deputy DSL. Children's Services will be contacted if it is thought that the child may be a child in need or at risk; however, it might be the case that support is offered by the school as a single agency, via an Early Help Referral or another agency or professional as advised.

2. If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance:

Receive - Listen actively, open body language, accept, non-judgmental. Use TED (tell, explain, describe)

Reassure - 'You've done the right thing by coming to me', re-assure child that you have listened and hear what they are saying; don't promise what can't be delivered

Respond - Tell what you are going to do and do it. Ensure child is ok before leaving

Report - As soon as possible, to the Designated Senior Lead (DSL) in school

Record - Vital – facts, no opinions – When? Where? Who? What?

Review – Take responsibility to follow up any referral with a DSL

3. Where necessary, the DSL will make a written referral called a Multi-Agency Referral Form (MARF). Anyone can contact Children Services and refer a child or their family using the number at the beginning of this document. The link to the referral services for Barking and Dagenham are [here](#):



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For the LBBD guide to Safeguarding follow the highlighted [link](#).

To access the [LBBD Safeguarding Board](#) – which included information on what to do if you think a child is at risk for professionals, parents, carers and member of the public, please follow the highlighted link.

4. The Designated Safeguard Lead will need to know:

- The child's full name including their known name.
- Your full name
- The date and time of the disclosure/ concern
- What is your concern/what the child said
 - That you make clear what is fact and what your thoughts/feelings/ perceptions are.
 - What is the context of the disclosure?

Useful Information

(This information won't always be necessary to include on referral, but a conversation with the DSL about anything below is important)

- Any changes in the child's behaviour or emotional state.
- How the child relates to staff and children.
- The child's attendance record.
- Are there concerns that the child is neglected?
- Any injuries or marks on the body, along with the child's explanation for these.
- Are any other agencies involved with the child?
- Have you discussed your concerns with the parents? How did they respond?

It is important to record and consider the child's wishes and feelings, as part of planning what action to take in relation to concerns about their welfare. Capturing the lived experience of the child is paramount to ensure that actions remain child-centered (See Appendix document) (Supporting Families Enhancing Futures - SFEF) model to capture the child's lived experience and their own words when possible.

When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a SEND child may need support in communicating.

How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from MASH or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised, or to establish if there is previous involvement with children's services which may impact the decision of the referral.

If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

Further information about what to do if you are worried that a child is being abused is available here in advice for practitioners:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused-2>

Remember:

Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.



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5. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing (signed and dated). Supporting Families, Enhancing Future model (SFEF) to be used to capture the child's voice and their daily lived experience.

- Sometimes you may be asked to monitor the situation over an agreed period of time and keep a record.
- We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including Safeguarding and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.
- Schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home in order to reduce the risk of not making contact with family members where welfare and/or safeguarding concerns are identified. (Keeping Children Safe in Education 2025)
- All records should be given to the DSL, and stored separately from the child's academic records.

6. Sharing information with parents – Role of the DSL

In general, we discuss any concerns we may have with the child's parents or carers. Families need to know that we are worried about their child for a range of different reasons, education progress, health, well-being, safety etc. However, if a child makes a disclosure that they are "unhappy" and potentially at risk we will seek the advice of the Multi-Agency Safeguarding Hub (MASH), part of Children's Services. This is a statutory requirement of all schools.

When a referral is made, you should agree with the Duty Social Worker (MASH) what the child and parents/carers will be told, by whom and when.

The professionals at MASH may direct the school NOT to share information regarding the disclosure or concern until further information has been sought.

If the decision not to discuss your concerns with the child's parents or carers is made by the Duty Social Worker, this must be recorded in the child's Safeguarding file with a full explanation for the decision.

The decision to withhold information may be due to concerns that this would place the child at greater risk or lead to loss of evidence for a police investigation. A Duty Manager (Social Worker) and/or the police decision can result in either:

- children returning home following a referral where a Duty Social worker has decided a unannounced home visit will be made.
- The DSL being instructed to hold the child at school and instruct parents to await the arrival of a social worker to the site. At this point the DSL is able to explain the circumstances but often not the disclosure itself. This is only once instructed to do so by MASH or social worker.

In some cases a Strategy meeting will be held with key professionals from the referral agency, schools, health, police, housing and Children's/Adults Services, this may again result in the child waiting at school until a social worker and/or police arrive at the school. Children will be cared for, in school, by a member of the safeguarding team and at least one other member of the Senior Leadership Team, until a decision has been made by children's services or the police.

Parents and carers, in the instance where children remain at school on the instruction of Children's Services, should be treated with respect and made comfortable in the waiting area outside of the front office. They should be reassured that their children are well cared for at school with familiar staff. Parents/Carers should be "checked in on" frequently and may be given the option to return home and/or call for support.



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Appendix 3:

Definitions

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 another child or children.

Children are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger. KCSIE now applies to providers of post 16 education as set out Education and Training (Welfare of Children) Act 2021

Child protection is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm, or significant harm is suggested.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

Harm is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

Safeguarding children is the action we take to promote the welfare of children and protect them from harm.

Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

School and college staff are particularly important, as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating (KCSIE 2025)

All staff must be aware safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults, harassment and sexting. Staff should be clear as to the school or college's policy and procedures with regards to child-on-child abuse; and on how the risk of child-on-child abuse is being minimised, how suspected abuse will be recorded and investigated; as well as how the victims and perpetrators will be supported. More support can be found:

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

It is important that schools record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it. For more guidance go to KCSIE 2025.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's Inclusion & Safeguarding Team.



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A bespoke helpline for children and young people who've experienced abuse at school, and for worried adults and professionals that need support and guidance. If you are concerned about something, you can contact the NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk

Significant harm is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 47 of the Children Act 1989 states 'Where a child is suspected to be suffering, or likely to suffer, significant harm, the local authority is required by Section 47 of the **Children Act 1989** to make enquiries, to enable it to decide whether it should take any action to safeguard and promote the welfare of the child'.

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups (county lines);
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse; <https://www.gov.uk/government/consultations/domestic-abuse-act-statutory-guidance> (Domestic abuse includes 'where they (child) see, hear or experience it's effects');
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and
- is a privately fostered child.



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Appendix 4

Categories of abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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 is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying 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
- interactions that are beyond a child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child from participating in normal social interaction
- seeing or hearing the ill-treatment of another
- serious bullying (including cyber bullying)
- 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.

Neglect is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

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

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2025).



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Mental Health

All staff should also be 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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one

Where children have suffered abuse and neglect (including exploitation), or other potentially traumatic adverse childhood experiences (ACE's), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.



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Thresholds

There are four [thresholds](#) that can be met when making a referral;

1. Tier 2a- Single Agency Early Help (known as the Family Navigators)
2. Tier 2b- Multiple Agency Early Help/ Targeted Intervention
3. Child in Need
4. Child Protection

Is this a family that require Early Help or Targeted Early Intervention?

(Tier 2a- Low Risk, Single Agency or 2b- Low- Med Risk, Multiple Agencies)

- Age-appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

If this is a child with additional needs discuss the issues with DSL, the child and parents. Parental consent for an Early Help referral is required for it to be completed. Alternatively, parents/ carers can [self- refer](#).

Is this a Child in Need matter? (Tier 3- Medium Risk, Children's Social Care, Complex)

Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are SEND (and as such can face additional safeguarding challenges).

If this is a Child in Need, discuss the issues with the Designated Safeguarding Lead and where appropriate, the parents.

Is this a Child Protection matter? (Tier 4- High Risk, Acute Need)

Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm.
- children suffering the effects of significant harm
- serious health problems.

If this is a child protection matter, this should be discussed with the Designated Safeguarding Lead and will need to be referred to the MASH team as soon as possible in the form of a MARF.

[Report a serious concern about a child \(MARF\) for professionals | LBBD](#)



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Appendix 5

Further information

A full series of '7-minute briefings' have been designed to inform and engage staff in understanding a wide range of safeguarding concerns. A selection can be found at the end of this document. There are new briefings being added, so to access the full range of briefings click here: <https://www.wirralsafeguarding.co.uk/7-minute-briefings>

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.

- Indicators - There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the [Multi-Agency Practice Guidelines](#), and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges. Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.
- Actions - If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015. These procedures remain when dealing with concerns regarding the potential for FGM to take place. Where **a teacher** discovers that an act of FGM has been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions, which could include a prison sentence. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. Teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve the MASH team as appropriate.

Fabricated Illness:

Staff must be aware of the risk of children being abused through fabricated illness. There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.



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Where this is identified and considered a risk a referral will be made to MASH for support and guidance. School may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists etc.

Gang and Youth / Serious Violence (Including County Lines)

Children and Young People who become involved in Gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with Gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence and substance misuse

Indicators may be (age in brackets):

- Troublesome (7-9; 10-12) / High daring (10-12) / Positive attitude towards delinquency (10-12) / Previously committed offences (7-9) / Involved in anti-social behaviour (10-12)
- Substance use (7-9) / Aggression (7-9) / Running away and truancy (7-9; 10-12) / Marijuana use (10- 12) / Marijuana availability (10-12) / Disrupted family (7- 9; 10-12) / Poor supervision (10-12)
- Low academic achievement in primary school (10- 12) / Learning disability (10-12) / Peers involved in crime and/or anti-social behaviour (7-9; 10-12)
- Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)
- <https://www.gov.uk/government/publications/serious-violence-strategy>

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);

Faith Based Abuse

Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'

When this type of abuse is suspected staff will make a referral will make a referral to the MASH Team at LBBB for support and guidance.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Risk to Trafficking

Article 3 of the Palermo Protocol to Prevent, Suppress And Punish Trafficking In Persons, Especially Women And Children, Supplementing the United Nations Convention Against Transnational Organised Crime to the UN Convention (2000) (ratified by the UK on 6 February 2006) defines trafficking as:



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- (a) "Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
- (b) The consent of a victim of trafficking in persons to the intended exploitation set forth in sub-paragraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.
- (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in sub-paragraph (a) of this article
- (d) "Child" shall mean any person under eighteen years of age.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. It has been identified as a particular concern in schools which are situated near ports of entry, but practitioners should be alert to this possibility in all schools. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

If a member of the school staff suspects that a child may have been trafficked, they should act immediately to inform the senior member of staff with designated responsibility for child protection and ensure that police or local authority children's social care are contacted immediately.

Risks Associated with Parent/Carer Mental Health

The majority of Parents who suffer mental ill-health are able to care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children. The school will follow the guidance outlined in 'working with parents with mental health problems and their children (Think child, think parent, think family: a guide to parental mental health and child welfare).

Our approach is to recognise; seek support; instill preventive factors and monitor. The MASH team can provide links and support with Adult Social Care if required. DSL should seek support through Early Help or a CAF with family support but escalate to the MASH team if they are concerned that the child involved is being placed at immediate risk of harm. The CAMHS and Early Help Resource-and-Information-Pack details the Early Help services available to children, young people and their families. The offer includes mental health support services:

[Early help and support for families | LBBD](#)

[Early help for professionals working with children | London Borough of Barking and Dagenham \(lbbd.gov.uk\)](#)

Drugs and Alcohol

Children can be at risk of drugs and alcohol directly and indirectly.

They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol are built into the year 5-6 curriculum in Primary Schools. For information for families more details can be found at:

<https://www.wdp.org.uk/barking-dagenham-subwise>
[Honest information about drugs | FRANK \(talktofrank.com\)](#)



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Honour Based Violence and Forced Marriages:

Honour Based Violence and Forced Marriage refers to a collection of practices used to control behaviour within families to protect perceived cultural or religious beliefs and honour. Violence can occur when offenders perceive that a relative has shamed the family or community by breaking their 'code of honour'. Honour Based Violence cuts across all cultures and communities: Turkish, Kurdish, Afghani, South Asian, African, Middle Eastern, South and Eastern European for example. This is not an exhaustive list. Where a culture is heavily male dominated, HBV may exist.

'A forced marriage is a marriage in which one or both spouses do not (or, in the case of some vulnerable adults, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'

From February 2023, the law changed;

- It's now a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or coercion are not used
- This applies to non-binding, unofficial 'marriages', as well as legal marriages

For more information please see;

<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/>

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

Managing Allegations against staff:

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. Chairs of Governors should refer to this guidance if there is an allegation against the headteacher. This includes all cases that meet the harms threshold where a person is alleged to have:

- behaved in a way that has harmed, or may have harmed a child
- possibly committed a criminal offence against, or related to, a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The last bullet point above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children, this is known as transferable risk. Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

There are two levels of allegation/concern

1. Allegations that may meet the harms threshold (see definition above)
2. Allegation/concerns that do not meet the harms threshold – referred to in KCSIE 2025 guidance as 'low level concerns'

The Board of Directors should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that schools and colleges have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.



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'Low Level Concerns' - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being inappropriately over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone for unauthorised purposes and/or which are not-deleted afterwards in accordance with School Policy;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualized, intimidating or offensive language.

Such concerns such always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified

If judged appropriate during the initial contact with the LADO, an Allegations Referral Form must be completed by the Safeguarding Lead in full and forwarded to the LADO via email within 24 hours. LADO referral form, flowcharts and information can be accessed here: <https://www.lbdd.gov.uk/safeguarding-at-risk-children>

The LADO procedure does not replace safeguarding procedures and the MASH team must be contacted if you have a safeguarding concern about a child. If you require advice about your agency's response to an allegation, please contact your HR provider.

The LADO can only provide advice and guidance regarding allegations in relation to a person in a position of trust.

Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a school's or college's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause. Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.



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It is possible to protect people from extremist ideology and intervene to prevent those at risk of radicalisation being drawn to terrorism.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. 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 (or a deputy) making a Prevent referral.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Prevent - From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ('The CTSA 2015'). Schools must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools' responsibility to the need to prevent people from being drawn into terrorism."

This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs).

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. Further information and guidance is available on the LBBD website: [Preventing radicalisation | London Borough of Barking and Dagenham \(lbld.gov.uk\)](https://www.lbld.gov.uk/preventing-radicalisation)

The Department for Education has also published advice for schools on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Channel

School staff should understand when it is appropriate to make a referral to the Channel team. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.



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It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges are required to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels. Channel guidance can be found here: <https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Child Missing Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education or unexplainable and/or persistent absences from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual & criminal exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. An appropriated response is needed when a child has poor attendance or is regularly missing education.

<https://www.gov.uk/government/publications/children-missing-education>

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by an appropriate medical practitioner as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. Schools should contact the Admissions Team. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.



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All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Child Sexual Exploitation & Child Exploitation (CE)

Child Sexual Exploitation (CSE) - CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can: • children who have older boyfriends or girlfriends; and children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

A full list of indicators can be found here: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-exploitation/>



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Child Criminal Exploitation

A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation. A clearer description can be found here- [Criminal Exploitation of children and vulnerable adults: County Lines guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

County lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence and weapons, including knives, corrosives and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities. Further information and PAN Merseyside CE / CCE Documentation can be found here: <https://www.wirral safeguarding.co.uk/child-criminal-exploitation-and-county-lines>

Further information and documentation can be found here: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/gangs-criminal-exploitation/>

Sexual harassment, violence, harmful sexual behaviours (HSB) (inc. child on child abuse and 'up skirting')

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault (described in the guidance and in KCSIE 2025).

It is important that schools and colleges are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up. Advice about tackling and reporting sexual harassment in schools and colleges from Sept 2023 is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. Pupils are protected from 'up skirting', bullying, homophobic, biphobia and transphobic behaviour, racism, sexism, and other forms of discrimination

Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of



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the problem in their own schools and make appropriate plans to reduce it. For more guidance go to: Sexual violence and sexual harassment between children in schools and colleges (publishing.service.gov.uk) – from September 2023

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Up skirting - 'Up skirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Up skirting Act, came into force on 12 April 2019.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: Rape Crisis England & Wales -

Sexual consent

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;

Online Safety & Remote Learning

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

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

Conduct

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Encourage your child to be respectful and responsible when communicating with others online, and to consider how what they share may reflect on them.

Content

Some online content is not suitable for children and may be hurtful or harmful. This can include pornography, racist language, self-harm/ suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including 'fake news') and conspiracy theories. This is true for content accessed and viewed via social networks, online games, blogs and websites. It's important for children to consider the reliability of online material and be aware that it might not be true or written with a bias. Children may need your help as they begin to assess content in this way. There can be legal consequences for using or downloading copyrighted content, without seeking the author's permission.

Contact

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends lists and



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removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police. If your child is bullied online, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.

Commercialism

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within apps. Encourage your child to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms. Make your child aware of scams that may seek to gain access to their accounts, and advise them to be wary in following links or opening attachments in emails that appear to be from organisations such as banks and service providers.

For online safety, there is recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, but they also need to have a policy about children accessing the internet whilst they're at school.

Filtering and monitoring

Schools and colleges should provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

Governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met. To do this, they should identify and assign a member of the senior leadership team and a governor, to be responsible for ensuring these standards are met.

Senior leaders should work closely with governors or proprietors, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL should work closely together with IT service providers to meet the needs of the school.

The DSL should take lead responsibility for safeguarding and online safety, which could include overseeing and acting on:

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The IT service provider should have technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

The IT service provider should work with the DSL to:

- procure systems
- identify risk
- carry out reviews
- carry out checks



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Governing bodies and proprietors have overall strategic responsibility for meeting this standard. They should make sure that filtering and monitoring provision is reviewed, which can be part of a wider online safety review, at least annually. The review should be conducted by the designated safeguarding lead (DSL), and the IT service provider and involve the responsible governor.

The results of the online safety review should be recorded for reference and made available to those entitled to inspect that information.

Checks to your filtering provision need to be completed and recorded as part of your filtering and monitoring review process. Checks should be undertaken from both a safeguarding and IT perspective.

You should keep a log of your checks so they can be reviewed. You should record:

- when the checks took place
- who did the check
- what they tested or checked
- resulting actions

No filtering system can be 100% effective. You need to understand the coverage of your filtering system, any limitations it has, and mitigate accordingly to minimise harm and meet your statutory requirements in Keeping children safe in education (KCSIE) and the Prevent Duty.

An effective filtering system needs to block internet access to harmful sites and inappropriate content. It should not:

- unreasonably impact teaching and learning or school administration
- restrict students from learning how to assess and manage risk themselves

Monitoring user activity on school and college devices is an important part of providing a safe environment for children and staff. Unlike filtering, it does not stop users from accessing material through internet searches or software.

Your monitoring strategy should be informed by the filtering and monitoring review. A variety of monitoring strategies may be required to minimise safeguarding risks on internet connected devices and may include physically monitoring by staff watching screens of users.

The designated safeguarding lead (DSL) should take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.

The management of technical monitoring systems require the specialist knowledge of both safeguarding and IT staff to be effective.

Device monitoring can be managed by IT staff or third-party providers, who need to:

- make sure monitoring systems are working as expected
- receive safeguarding training including online safety
- record and report safeguarding concerns to the DSL

The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring](#).

There is guidance below designed to help parents and carers to keep their children as safe as possible when online www.nspcc.org.uk/keeping-children-safe/online-safety



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Pre-Appointment Checks and Safer Recruitment

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

When appointing new staff, schools and colleges must

- Verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity);
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
- schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 – as amended).
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK (including post Brexit). If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website;
- if the person has lived or worked outside the UK for 12 months or more, since their 18th birthday, and within 10 years of their application, they must provide a Certificate of Good Conduct (or equivalent) from that country. In the absence of available checks, we will obtain as much information as possible in the form of references before deciding whether or not to make an offer of employment.
- carry out prohibition check for all staff with QTS
- carry out online due diligence at shortlisting
- complete a risk assessment for each volunteers to decide whether they need to do an enhanced DBS check or not. (Please note; even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check).
- The Education and Training (Welfare of Children) Act 2021 extended safeguarding provisions to providers of post 16 Education: 16-19 Academies, Special Post-16 institutions and Independent Training Providers.

The school or college safer recruitment policy should focus on ensuring potential applicants are given the right messages about the school and college's commitment to recruit suitable people

Further safer recruitment guidance can be found in Keeping Children Safe in Education (2025)

Single Central Record

Schools and colleges must keep a single central record. The single central record must cover the following people:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children; and
- The information that must be recorded in respect of staff members (including teacher trainees on salaried route) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
 - an identity check / a barred list check (where applicable) / an enhanced DBS check/certificate / a prohibition from teaching check (where applicable)/ Section 128 check (where applicable)
 - further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions
 - a check of professional qualifications
 - a check to establish the person's right to work in the United Kingdom, including post Brexit EU checks.



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For supply staff, schools should also include whether written confirmation (Letter of Assurance) that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

A record of staff leavers must be maintained on the Single Central record.

Maintained school governors - Governors in maintained schools are required to have an enhanced criminal records certificate from the DBS. It is the responsibility of the governing body to apply for the certificate for any of their governors who does not already have one. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

The SCR shall be updated in the light of any further legislation.

The following appendices are taken from a document by the Wirral Safeguarding Team and referred to as “7 minute briefings”.

They are a series of short articles that cover issues raised within KCSIE September 2025. They act as a short read for information following Safeguarding and Child Protection training and can act as a “refresh/reminder”.

Some of the links refer to agencies in the Wirral LA however, the information contained within the “briefings” is pertinent to the subject and any questions or perceived next steps should always be discussed with the DSL.

They cover the following:

- Sexual Violence and Harassment in Education
- Peer Sexual Abuse
- Social Media and Mental Health
- Safeguarding Children
- Missing Children Procedure
- Sexting
- Adverse Childhood Experiences (ACE's)
- Anderson Children Multi-Agency Learning Review
- Contextual Safeguarding
- Families Enhancing Futures (SFEF's)
- County Lines
- Professional Disagreement and Escalation
- Neglect
- Child Sexual Exploitation
- Harmful Sexual Behaviour
- Private Fostering
- Domestic Abuse
- Early Help On a page.

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Child Protection Policy

1. What is it?

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault (Fully described in the DfE guidance and in KCSIE). This briefing will focus on peer sexual harassment.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline and is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated / create a hostile, offensive or sexualised environment. It is important that schools are aware and that children can, & sometimes do, abuse their peers in this way.

2. What is sexual harassment?

Sexual harassment can include: sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names / sexual "jokes" or taunting / physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature / online sexual harassment / non-consensual sharing of sexual images and videos

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include: sexualised online bullying / unwanted sexual comments and messages, including, on social media / sexual exploitation; coercion and threats; and 'Upskirting'.

3. Why is it important?

The Department for Education (DfE) first published guidance on Sexual Violence and Sexual Harassment between children in schools and colleges, in 2017 (updated May 2018) which means that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

The advice covers children of all ages, from the primary through secondary stage and into colleges. Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

7. Recommended Reading:

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Exclusion from maintained schools, academies and pupil referral units in England \(September 2017\)](#)

[Hackett, S. \(2014\) Children and young people with harmful sexual behaviours.](#)

NSPCC helpline Report Abuse in Education on 0800 136 663 or email help@nspcc.org.uk.

4. Key Statistics

Evidence and crime statistics suggest that anywhere from 1/5 to 2/3's of sexual abuse is committed by other children and young people. The NSPCC uses the figure of 1/3 as a mid-way point between the lower end and the higher end of the estimates.

37% of female students and 6% of male students at mixed-sex schools have personally experienced some form of sexual harassment at school. Girls are significantly more likely to be victimised with unwanted sexual messages and images from their peers online, with 31% of female respondents aged 13-17 years saying they had experienced this in 2019 compared to 11% of male respondents.

6. What should we do?

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Girls, children with SEND and LGBT children are at greater risk.

Reports of sexual violence and sexual harassment are extremely complex to manage. Victims need to be protected, offered appropriate support and every effort made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.



For school safeguarding support and training go to:

<https://www.wirralsafeguarding.co.uk/schools-2>

5. What is the impact?

Sexual harassment can create an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. All staff should be aware of indicators and importance of making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated / not dismissing sexual violence or sexual harassment as "banter" / challenging behaviours (such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them. The school safeguarding procedures should be transparent, clear and easy to understand for staff, pupils, students, parents and carers.

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Child Protection Policy

1. Background

Neglect is the most common reason for referrals to Children's Services. And it is present in over 60% of Serious Case Reviews. The definition of neglect is not as objective as other forms of abuse, and relies on professional assessment.

2. What is it?

Neglect is defined as 'the persistent failure to meet a child's physical and or psychological needs, likely to result in serious impairment of the child's health or development'.

Working Together 2018

3. How to recognise it

Professionals may recognise the failure to provide adequate food, shelter and clothing; adequate supervision; access to medical care; failure to protect from physical harm, but there is a need to also recognise an unresponsiveness to the child's emotional needs.

7. Action

Look out for low level concerns and intervene early to assist families before crisis. Ensure you listen to the child's story. Complete a Graded Care 2 assessment to decide on assistance needed. Refer to appropriate services.

6. Causes

In many cases the cause is recorded as either poor parental health (54%), domestic abuse (49%), substance misuse (49%), alcohol misuse (38%). Neglect is also often inter-generational.



4. Why it matters

Neglect is not a one off event but rather an accumulation of issues over a long period of time. It can happen to children of all ages from babies to teenagers. The risk for the child may differ depending on the age.

5. Why it matters

Neglect is recognised as an Adverse Childhood Experience (ACE), can be fatal and affects the global development of children, with a long term impact on both physical and mental health.

<https://www.wirralsafeguarding.co.uk/professionals/neglect/>

Wirral Safeguarding Children Partnership

Thames View Infants Child Protection Policy

1 Background

Social media has revolutionised the way we connect with each other. Platforms such as Facebook, Twitter and Instagram are now used by one in four people worldwide. Many young people have never known a world without instant access to social networking platforms, and this has transformed the way in which this generation interact and communicate with each other.

2 Why does it matter?

Adolescence and early adulthood is a critical time for social and emotional development, and so understanding the effects of social media on health at this stage is of particular importance. Whilst social media can be a hugely positive influence, it also has the potential for being a negative and destructive influence on mental well-being, particularly for children and young people.

3 Why does it matter?

Research suggests a typical teenager will check their phone on average 150 times per day and will take an average of 12 selfies before sharing 1, with just under 50% of young people also adding a filter to 'improve' their appearance. Posts on Social Media will therefore often present an 'idealised' view which creates unrealistic expectations.

7 Further Information

Please see the links below for more information about mental health and internet safety
<https://www.wirralsafeguarding.co.uk/mental-health/>
<https://www.wirralsafeguarding.co.uk/internet-safety/>
<https://www.wirralsafeguarding.co.uk/new-out-of-hours-mental-health-advice-line-1/>

6 How to respond

Professionals need to be aware of both the positive and negative influences of social media. Do not be distracted by the technology, mental health concerns are a safeguarding issue.

Questions for professionals:

Do you routinely ask about social media use when assessing a child/family?

Do you talk to children about safe social media use and their broader online behaviour?

4 Key statistics

91% of 16-24 year olds use the internet for social networking: Rates of anxiety and depression in young people have risen 70% in the past 25 years: Social media use is linked with increased rates of anxiety, depression and poor sleep: Cyber bullying is a growing problem with 7 in 10 young people saying they have experienced it.

5 Positive experiences

Social networking offers young people an opportunity to understand, the health experiences of others. Sharing problems or issues with friends, peers and broader social networks can be met with positive reaction. Nearly seven in 10 teens report receiving support on social media during tough or challenging times. Social media can act as an effective platform for accurate and positive self-expression, letting young people put forward their best self.



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

Thames View Infants Child Protection Policy

1 What is it?

..“the action we take to promote the welfare of children and protect them from harm - is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.”

Working Together 2018

2 What is it?

Effective safeguarding is about vigilance. Organisations and individuals whose work brings them into contact with children and young people must have an awareness of safeguarding, abuse, neglect and maltreatment.

3 Why is it important?

There have been a number of cases over the years, where children have been seriously harmed or died. When these cases have been reviewed it has been shown that with better safeguarding processes the child may well have been protected.

7 Further Information

For more information about safeguarding:

<https://www.wirralsafeguarding.co.uk/concerned-about-a-child/>

<https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/>

<https://www.wirralsafeguarding.co.uk/multi-agency-thresholds/>

6 How to respond

Receive - Listen actively

Reassure - ‘You’ve done the right thing by coming to me’;

Respond - Tell what you are going to do

Report - As soon as possible, to your Safe-guarding Lead or the Integrated Front Door (0151 606 2008)

Record — facts not opinions



4 Types of abuse

Abuse falls into 4 categories:

Physical—hitting, biting, slapping

Emotional—belittling, name calling, ignoring

Neglect—lack of food, clothing, emotional or developmental support

Sexual—direct sexual contact, forming a sexual ‘relationship’ with a child.

5 Recognising signs

Some of the following signs might be indicators of abuse or neglect: behaviour changes, aggressive withdrawn or clingy; ill-fitting clothes, poor hygiene; problems at school, regularly missing from school; parents who are dismissive and non-responsive; children who are concerned for/ responsible for younger siblings.

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1. 72 hours missing

Strategy meeting should be convened. Serious Notification Form sent to Local Authority. Multi-agency meetings should continue weekly if child continues to be missing. Press release discussed.

2. 3 missing episodes in 30 days

Case to be reviewed by IFD if no support in place.
If case is in Early Help the Lead Professional should convene a Family Meeting to determine if existing plan is working.
If case is in Childrens Social Care there should be consideration for a Strategy Meeting or review of current plan

3. 9 missing episodes in 90 days

Case should be reviewed by IFD to see if it an open case.
If case is in Early Help the Lead Professional should convene a Family Meeting to determine if existing plan is working. Needs and risks should be identified and referred back to the IFD.
If case is in Childrens Social Care there should be consideration for a Strategy Meeting or review of current plan
Police MFH co-ordinator to be invited to all meetings

7. Return Home Interviews

Catch22 will endeavour to complete a return interview within 72hrs of the child being found and seen safe and well by Police. The return interview is sent to Police Missing from Home Coordinator, allocated social care and or IFD. These return interviews should inform the child's plan (EH, CiN, CP, CLA)

6. Catch22

For Wirral Looked after Children who are placed outside of the borough, it is the responsibility of the allocated social worker to inform Catch22 of this missing episode in order that they can carry out the return interview. Catch22 aim to reduce missing episodes with young people by offering direct work where appropriate.



4. Absent/Away from Placement

When a child or young person is identified as not being at a location they are expected to be, the reporting individual must take proactive steps to trace the child's whereabouts prior to contacting the police.

5. Absent/Away from Placement

Consider possible risks of CSE, substance misuse, family members where they have previously been removed from. A Care Planning meeting should be held if the child is persistently absent to ensure the child is safeguarded.

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Child Protection Policy

1 Background

Sexting means sending sexually explicit messages or images/videos. These can be sent by any messaging service and are often sent via social media. Sexting is sometimes known as 'trading nudes', 'dirties', and 'pic-for-pic'. Sexting is being increasingly used by young people as a 'pre-relationship' activity.

2 Why does it matter?

Sharing explicit images of a child is illegal, even if the person doing it is a child. The young person is breaking the law if they: take an explicit photo or video of themselves or a friend; share an image of a child; store a video of a child, even if that child gave permission.

However as of January 2016 the police can choose to record a crime was committed but not take formal action if its not in the public interest.

3 Why does it matter?

Studies suggest that up to a third of 15 year olds have shared a nude or semi-nude image of themselves. Studies have also shown that 90% of those that have received a sext have subsequently shared it. Young people often perceive sexting as 'no big deal' but the consequences of sharing explicit images can be far-reaching.

4 Why does it matter?

When an image is shared online all control is lost and that image is in the public domain. This means that photos or videos which a young person may have shared privately could still be end up being shared between adults they don't know. These images have also been known to resurface later on in life and been used as blackmail or 'sextortion'.

5 Why does it happen?

There may be many reasons why a young person shares this kind of image. They may feel under pressure, or may feel it helps them fit in. They may trust the person they are sending it to, or love them. It may be an extension of adolescent 'risk-taking' behaviour, or been seen as 'just banter'.

7 Further Information

Please see the links below for more information about mental health and internet safety

<https://www.wirralsafeguarding.co.uk/sexting/>
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/>
<https://learning.nspcc.org.uk/research-resources/briefings/sexting-advice-professionals>
<https://www.internetmatters.org/issues/sexting/>

6 How to respond

Professionals should:

Talk to children about safe social media use , listen without judgement.

Ensure your focus remains child-focused.

Report to the Police and Social Care any concerns particularly where the child is under 13 or particularly vulnerable, or where there is adult involvement.

Try to get the image removed by contacting the website or Internet Watch Foundation (IWF).



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

Thames View Infants

Child Protection Policy

1 What is it?

Adverse childhood experiences (ACEs) refer to stressful or traumatic events that children and young people can be exposed to as they are growing up. ACEs range from experiences that directly harm a child, such as physical, verbal or sexual abuse, and physical or emotional neglect, to those that affect the environments in which children grow up, such as parental separation, domestic violence, mental illness, alcohol abuse, drug use or imprisonment.

2 What is it?

There is a distinction between 'normal' stressful life events, such as parental divorce or illness of a loved one, and adverse childhood experiences, very traumatic life events, such as being or seeing someone else physically or sexually abused. These are experiences that will often be associated with post-traumatic stress disorder.

3 Why it matters

The first UK study in Blackburn with Darwin (BwD; Bellis et al, 2014a) found that increasing ACEs were strongly associated with adverse behavioural, health and social outcomes across the life course. Further studies found that almost half of the general population reported at least one ACE and over 8% reported four or more.

7 What should we do?

- Think about how those experiences will have an impact on the child's healthy development and on their behaviours.
- Recognise the signs, and see beyond a child just 'acting out'.
- Try to help them become more grounded, give them choices and allow them to feel more in control.
- Understand that it is likely this will have an impact on any attachment for that child and there will be mistrust. We need to try and build a relationship with the child that is different to ones they have experienced previously.
- Finally, it is important to remember that ACEs tend to be passed from generation to generation.

4 Why it matters

When exposed to stressful situations, the "fight, flight or freeze" response floods our brain with corticotrophin-releasing hormones (CRH), which usually forms part of a normal and protective response that subsides once the stressful situation passes. However, when repeatedly exposed to ACEs, CRH is continually produced by the brain, which results in the child remaining permanently in this heightened state of alert and unable to return to their natural relaxed and recovered state.

6 What is the impact?

ACEs research shows that there is a strong dose-response relationship between ACEs and poor physical and mental health, chronic disease (such as type II diabetes, chronic obstructive pulmonary disease; heart disease; cancer), increased levels of violence, and lower academic success both in childhood and adulthood.

5 What is the impact?

Children and young people who are exposed to ACEs have increased – and sustained – levels of stress. In this heightened neurological state a young person is unable to think rationally and it is physiologically impossible for them to learn or develop in the same way a child not having these experiences will.



Thames View Infants

Child Protection Policy

1 Background

This case was considered by the WSCP Case Review committee following removal of the 5 Anderson children as a result of neglect. The case did not meet the CSPR threshold but a multi-agency learning review was agreed.

2 Purpose of the review

The purpose of a learning review is to identify learning for the multi-agency partnership which will strengthen the safeguarding system. Beyond individual cases reviews also often provide a window into wider systems (ways of working/ processes) which may need to be changed.

3 Concerns

The family were first known to services when Jacob the oldest child was 3 months old. Concerns identified at that point were neglect and contact with maternal grandmother. Over the following 8 years all 5 children were managed across the thresholds with the main concern always being neglect.

7 Further Information

All learning is embedded in training. In addition the WSCP will be publishing a summary report of the findings.

For further information on Child Practice Safeguarding Reviews and Learning Reviews go the WSCP website.

6 Learning

- Tools were under-utilised across the partnership, particularly the Graded Care Profile, and where assessment was started it was not completed
- Significant changes in structures in the LA impacted how services were delivered, meaning that documents were inaccessible to those involved with the family.

4 Key Practice Episodes

Analysis of the combined chronology revealed 3 Key Practice Episodes (KPE's). These KPEs helped frame the discussion at the learning review meeting:

- Effectiveness of Multi Agency Working
- Over-optimism in parents parenting ability
- Evidence based decision making

5 Learning

- The family would have benefitted from an extended period before services were withdrawn. It was evident that there was significant improvement in the quality of parenting when support was available.
- On a number of occasions workers escalated concerns. This was often not followed up and formal escalation procedures were not followed.



<https://www.wirralsafeguarding.co.uk/professionals/serious-case-reviews/>

Thames View Infants Child Protection Policy

1 What is it?

Contextual safeguarding seeks to identify and respond to harm and abuse posed to young people outside their home, either from adults or other young people.

2 Why it matters

Traditional approaches to protecting children/young people from harm have focussed on the risk of violence and abuse from inside the home, and don't always address the time that children/young people spend outside the home.

3 Why it matters

As children move from early childhood and into adolescence they spend increasing amounts of time socialising independently of their families. The nature of young people's relationships, that they form in these settings, inform the extent to which they encounter protection or abuse.

7 What should we do?

Identify the ways in which young people can change the social conditions where abuse has occurred, and encourage self-responsibility for making these changes. Engage with individuals and sectors who have a bearing on social contexts, ie shopkeepers, local policing, community leaders, to make environments safer.

6 What should we do?

A Contextual Safeguarding approach aims to disrupt harmful extra-familial contexts rather than move young people away from them. The approach seeks to identify the ways in which professionals, adults and young people can change the social conditions of environments in which abuse has occurred.



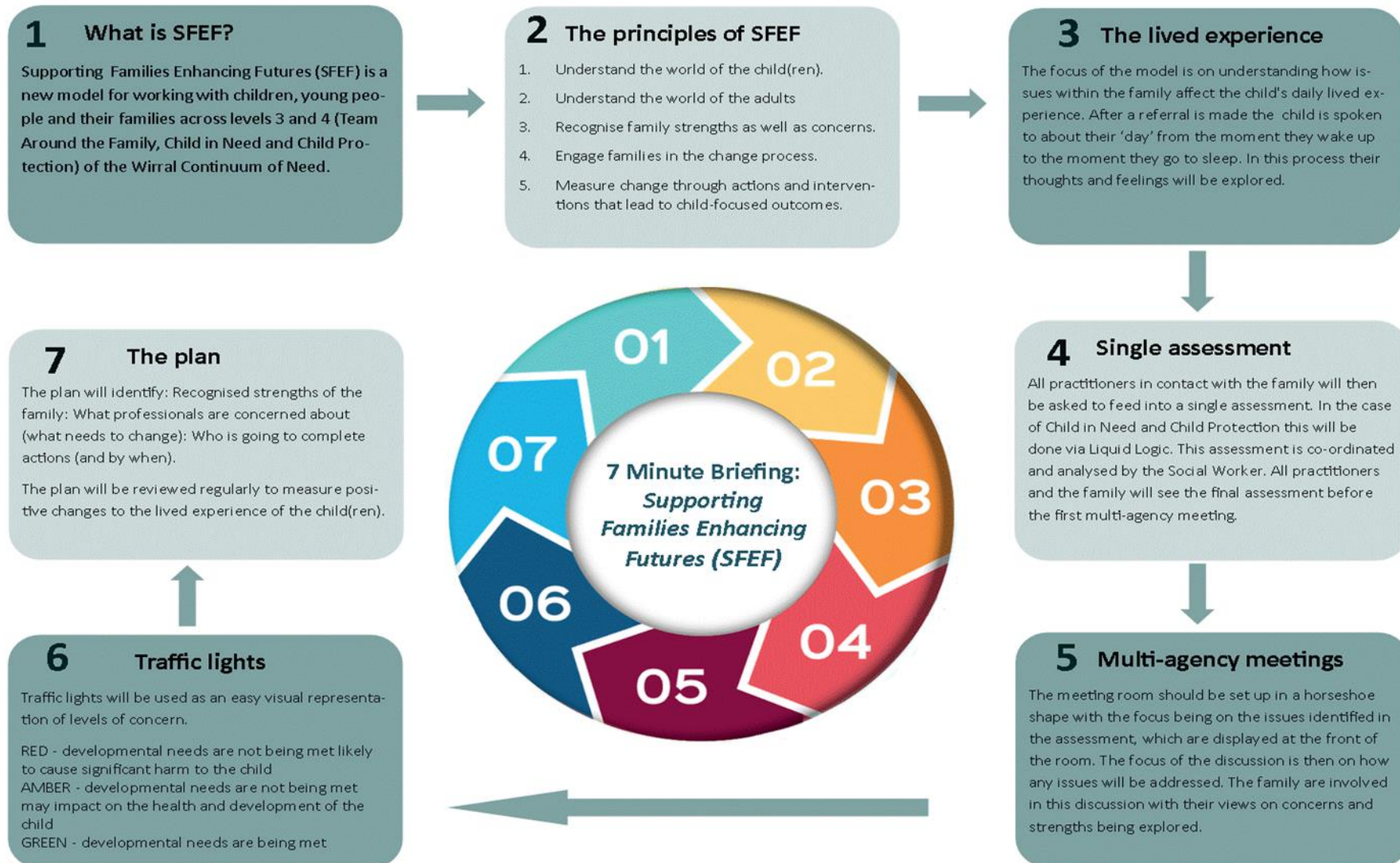
4 Peer relationships

Research tells us that peer relationships are increasingly influential during adolescence. If a young person forms friendships in contexts characterised by violence and/or harmful attitudes these relationships will be anti-social and unsafe.

5 What are the risks?

There are a wide range of potential risks where the prime cause of harm is outside of the family. This list isn't exhaustive but includes: peer on peer abuse; exploitation and online abuse; missing episodes; gang involvement; radicalisation; trafficking and modern slavery.

Thames View Infants Child Protection Policy



Thames View Infants

Child Protection Policy

1 What is it?

County Lines is the term commonly used to describe the approach taken by gangs and criminal networks to supply class A drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines known as 'deal lines' or 'graft lines'.

2 How it works

Typically, the 'graft phone' is kept away from the area where the drugs are sold and a relay system is used to contact those acting as dealers. A local property which is often occupied by a vulnerable person is used as a base for the groups activities. The acquiring of the property is often by force or coercion and is known as 'cuckooing'.

3 Why it matters

Groups and Organised Crime Groups exploit children and teenagers to deal on their behalf. Children are seen as easily controlled and inexpensive to resource. These children will often fall into some form of debt to the group and this can lead to violence and assaults against them.

7 What should we do?

Be cautious with the language we use. Some language minimises the risks and reality of the child's situation, so professionals should avoid using such terms in their recording and conversations. Use the County Lines and Exploitation Toolkit for guidance. If a child or young person is at risk of harm or abuse please report it to the Integrated Front Door on **0151 606 2008**. In an emergency always dial **999**.

6 What are the signs?

Recognising a child who is being exploited means seeing changes in behaviour including: going missing from home or absent from school without explanation; mixing with new friends their parents don't know; experimental drug use, often cannabis; having more than one mobile phone; appearing nervous/scared/evasive/secretive; suffering injuries they can't explain; having tickets for train or coach travel.



4 Why it matters

The children involved often do not perceive themselves to be victims of exploitation, as they consider they have acted voluntarily. This is further complicated as the exploited children often receive cash or gifts/drugs from their abusers as a means to groom them.

5 Recognising vulnerability

There are several factors that will make a child more vulnerable to being exploited including: Living in a chaotic or dysfunctional household; Drug or alcohol misuse; History of abuse; Recent bereavement or loss; Gang association either through relatives, peers or intimate relationships; Friends with children who are exploited; Lacking friends from the same age group; Living in residential care; Low self-esteem or self-confidence.



Thames View Infants Child Protection Policy

1. What is Peer Sexual Abuse?

It's normal for children to display a range of sexual behaviours as they grow up, but sometimes their behaviour can be harmful to themselves and others. Around a third of child sexual abuse is committed by other children and young people (Hackett, 2014). We call this peer sexual abuse.

Peer Sexual abuse includes, but is not limited to:

- physical and sexual abuse / sexual harassment and violence / emotional harm / on and offline bullying / teenage relationship abuse

2. What is the context?

Peer sexual abuse can happen in a range of settings, including: at school / at home / in public spaces / at parties / at a friend's house / online. It can take place in spaces which are supervised or unsupervised. Within a school context, for example, peer-on-peer sexual abuse might take place in spaces such as toilets, the playground and outdoor areas, corridors and when children are travelling to and from school (Contextual Safeguarding Network, 2020).

It should be recognised that the behaviour in question is harmful to both the perpetrator (who is a child) and the victim. Behaviour may be intimate or non-intimate.

3. Why is it important?

Young people can be confused about whether or not they have experienced peer sexual abuse. Reasons for this include:

Confusion about what constitutes 'normal' sexual activity / they don't know whether they gave consent (N.B no-one can consent to being abused) / they were using substances when the abuse took place / the abuse was carried out by a friend or partner / the abuse took place online; and/or they blame themselves for what happened.

Parents & professionals don't always know the most appropriate way to respond to children who display harmful sexual behaviour and/or who have experienced peer sexual abuse.

7. Further Reading

[Peer on peer abuse | Safeguarding Network - confidence in safeguarding](#)

[Protecting children from peer-on-peer sexual abuse | NSPCC Learning](#)

Department for Education advice: [Sexual violence and sexual harassment between children in schools and colleges - GOV.UK \(www.gov.uk\)](#)

[What is peer-on-peer abuse? - schools, early years, further education and skills](#)

4. What is the impact?

Experiencing peer sexual abuse can have a long-lasting negative impact on a child's wellbeing that can reach into adulthood. Effects can include:

- mental health issues – such as post-traumatic stress disorder (PTSD), anxiety, low self-esteem, depression, self-harming
- challenging behaviour – such as substance misuse, sexualised behaviour, offending
- relationship problems – for example intimacy issues, having unstable relationships, unable to form or sustain friendships

5. Spotting the signs and symptoms

- absence from school or disengagement from school activities
- physical injuries / mental or emotional health issues
- becoming withdrawn – lack of self esteem / lack of sleep / alcohol or substance misuse
- changes in behaviour / inappropriate behaviour for age / abusive towards others

As with all safeguarding issues, peer on peer abuse can impact on children and young people without these characteristics.

6. What should you do?

It's important that adults who work or volunteer with children can identify if sexualised behaviour becomes harmful or abusive, and respond proportionally to keep all the children involved safe. This also includes knowing how to proactively:

- Respond to disclosure or a concern raised
- Initiate a discussion with your safeguarding lead
- Take immediate action
- Make a referral when appropriate (for the victim and also perpetrator who may be a child in need).



For more local partnership information:

[Harmful Sexual Behaviour - Wirral Safeguarding Children Partnership](#)

[Child Abuse Campaign - Wirral Safeguarding Children Partnership](#)

Thames View Infants Child Protection Policy

1. What is Radicalisation?

Radicalisation is the process through which a person comes to support or be involved in extremist ideologies. It can result in a person becoming drawn into terrorism and is in itself a form of harm. There is no one process or indicator of when a person might move to adopt violence in support of extremist ideas. The process is different for each individual and can take place over an extended period or a short time frame.

Challenging and tackling extremism a shared effort. A range of agencies have a duty to identify vulnerable children and prevent them from being drawn into terrorism.

2. Why it Matters?

Prevent initiatives tackle both the causes & risk factors that can lead someone to become radicalised, It can directly support those who are at risk through early intervention. Prevent works in a similar way to other safeguarding processes, designed to protect individuals whereby the level of intervention increases with the level of risk. Under the Prevent Duty all public sector agencies have a statutory responsibility to ensure staff, service providers and volunteers have a good understanding of risks, that they are trained to recognise radicalisation and associated behaviours and how to report concerns.

3. How does radicalisation happen?

The process of radicalisation may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and inappropriate information
- Risk of physical harm or death through extremist acts

The process can be gradual, so children and young people who are affected may not realise what it is that they are being drawn into.

7. Further Information:

- <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen2.html>
- [Lets Talk About It - What Is Channel? \(Itai.info\)](https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised)
- <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>
- [National Prevent Duty Guidance](https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised)
- [Channel Duty Guidance 2020](https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised)
- [https://goingtoofar.lgfl.org.uk/](https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised)

4. Sign and Indicators:

Anyone can be radicalised but there are some factors which may make a young person more vulnerable. These include:

Opportunist Involvement / Feelings of grievance, injustice or threat / Mental Health Issues / Easily influenced or controlled by a group / Vulnerable to misinformation or fake news

A need for belonging, identity and meaning. / Learning Needs and Disabilities / Increased time spent on the internet / Being at a transitional part of life / Becoming more vocal about a desire for political or moral change / Withdrawal from friendship groups or family

6. What does the LACC do?

The Local Authority Channel Co-ordinator works with the Police, local authority, education establishments, health and other public sector agencies to assess and co-ordinate the Channel delivery model and this includes:

- * Targeted support for referred cases
 - * Advice and Guidance
 - * Channel and Prevent duty responsibilities
 - * Training & Awareness.
- For queries contact channelreferrals@liverpool.gov.uk.

To make a referral follow Wirral's safeguarding process



5. What to do if you have a concern?

NOTICE—CHECK—SHARE

If you notice a change in an individual, or identify concerns that lead you to suspect that they may be vulnerable to radicalisation, notify your safeguarding / child protection lead and follow your organisations policy on how to make a Prevent & 'channel' referral.

Wirral has a joint referral process, send the referral to the Integrated Front Door and to Prevent@merseyside.police.uk

If there is an immediate risk of harm, call 999 straight away.

**Prevent Radicalisation and Extremism - Wirral
Safeguarding Children Partnership**

Thames View Infants

Child Protection Policy

1. What are Low-Level Concerns?

A low-level concern is any concern that an adult working in a position of trust has acted in a way that is inappropriate, including inappropriate conduct outside of work. It is any concern that an adult may have acted in a way that:

- Is inconsistent with the staff code of conduct;
- Does not meet the allegations threshold to refer to the Local Authority Designated Officer (LADO)

Creating a culture in which all concerns about adults are shared responsibly, with the right person, recorded and dealt with appropriately, is critical.

2. Why Low-Level Concerns Matter?

Ensuring that all staff and volunteers who work with children are suitable to do so is one of the most important aspects of an organisation's safeguarding duties. The early identification and appropriate management of safeguarding concerns about adults is an essential part of this.

Where a concern reaches the threshold of an allegation, clear guidance exists on how organisations should report, record and handle that allegation. Recently, there has been increased guidance and support on how to manage 'low-level concerns' that fall below the threshold of an allegation.

3. Types of Behaviours:

Examples of such behaviour could 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;
- Using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

7. Further Information:

- [LADO Allegations - Wirral Safeguarding Children Partnership](#)
- [Responding to low-level concerns in education | NSPCC Learning](#)
- [low-level-concerns-guidance-2021.pdf \(farrer.co.uk\)](#)
- [Position of Trust Guidance – NYA](#)
- [Preventing abuse in positions of trust | NSPCC Learning](#)

4. Risk Minimisation:

Organisations have a duty of care to minimise the risk to children from those in a position of trust. This can include:

- Reducing the opportunity and acceptability of inappropriate behaviours;
- Increasing the opportunity for the detection and sharing of low-level concerns;
- Ensuring there are robust and effective staff support systems in place;
- Creating a robust, holistic safeguarding culture that everyone signs up to.

6. Creating a Safe Culture - Agencies need:

- Policies and processes in place to deal with concerns;
- A system to record and track low-level concerns;
- Insight that low-level concerns may arise in several ways and from several sources such as complaints made by parents or disclosures made, other staff;
- A transparent culture where all concerns about adults are shared, recorded and dealt with appropriately;
- To ensure that adults working in the organisation are clear about professional boundaries



5. What to do if you have a concern?

Low-level concerns should be reported to a designated lead in your agency. Consultation with the LADO can also be considered. Records should include:

- The details of the concern;
- How the concern arose; and,
- The actions taken

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the agency should decide on a course of action. It is important staff are encouraged to share low-level concerns and feel confident to self-refer if required.

[LADO Allegations - Wirral Safeguarding Children Partnership](#)

Thames View Infants Child Protection Policy

1. Background

Neglect is the most common reason for referrals to Children's Services. And it is present in over 60% of Serious Case Reviews. The definition of neglect is not as objective as other forms of abuse, and relies on professional assessment.

2. What is it?

Neglect is defined as 'the persistent failure to meet a child's physical and or psychological needs, likely to result in serious impairment of the child's health or development'.

Working Together 2018

3. How to recognise it

Professionals may recognise the failure to provide adequate food, shelter and clothing; adequate supervision; access to medical care; failure to protect from physical harm, but there is a need to also recognise an unresponsiveness to the child's emotional needs.

7. Action

Look out for low level concerns and intervene early to assist families before crisis. Ensure you listen to the child's story. Complete a Graded Care 2 assessment to decide on assistance needed. Refer to appropriate services.

6. Causes

In many cases the cause is recorded as either poor parental health (54%), domestic abuse (49%), substance misuse (49%), alcohol misuse (38%). Neglect is also often inter-generational.



4. Why it matters

Neglect is not a one off event but rather an accumulation of issues over a long period of time. It can happen to children of all ages from babies to teenagers. The risk for the child may differ depending on the age.

5. Why it matters

Neglect is recognised as an Adverse Childhood Experience (ACE), can be fatal and affects the global development of children, with a long term impact on both physical and mental health.

<https://www.wirralsafeguarding.co.uk/professionals/neglect/>

Wirral Safeguarding Children Partnership

Thames View Infants Child Protection Policy

1 What is an escalation?

If you feel that a practitioner or an agency is not acting in the best interests of the child, young person or family, you have a responsibility to respectfully challenge the practitioner or agency, and escalate your concerns.

2 When would you escalate?

When working with practitioners from other agencies there will at times be differences of opinion or concerns about professional practice in relation to a child, young person or family. The new WSCB procedure outlines the escalation process including time scales and principles for resolution. There are 4 key stages to resolving multi-agency escalations.

3 Stage 1

- Initial attempts should be made **between workers** to resolve the issue
- If resolution cannot be achieved professionals must escalate to their **safeguarding lead and/or team manager**
- Take Action Within 24 Hours of Concern
- Record the escalation
- Notify the WSCB

4 Stage 2

- The Line Manager/Safeguarding Lead should discuss the concerns/response with their opposite manager in the other agency.
- If resolution cannot be achieved professionals must notify their Senior Managers (or in the case of schools the Chair of Governors alongside the Head)
- WSCB to be notified if resolved

5 Stage 3

- The Senior Manager will escalate to the WSCB Board Representative who will arrange a meeting to seek resolution.
- If agreement cannot be achieved, the matter should be brought to the attention of the WSCB Business Manager who will refer the matter to the WSCB Chair.

7 Record keeping

- Agencies should record their use of the Escalation Procedure (Stages 1-3) and be able to report outcomes of escalations to the WSCB.
- The child's record should be updated
- The WSCB will keep a record of all escalations and outcomes at Stage 4, and may request information about the outcomes of escalations at Stages 2 and 3.

6 Stage 4

- The WSCB Chair will seek written representation, and may request a meeting with those involved.
- The WSCB Chair will make a recommendation on the most appropriate way to proceed and communicate this within 5 days of notification.



7 Minute Briefing

Neglect

1. Background

Neglect is the most common reason for referral to Children's Services. The definition of neglect is not as objective as other forms of abuse, and so relies on professional assessment.

2. What is it?

Professionals will often intervene with physical environment cases of neglect. However, the child will often see neglect in terms of emotional issues.

4. How to recognise it

Failure to provide: adequate food, shelter and clothing; adequate supervision; access to medical care; failure to protect from physical harm; unresponsive to child's emotional needs.

3. What is it?

Neglect is not a one off event but rather an accumulation of issues over time. It can happen to children of all ages including teenagers

5. Causes

In many cases the cause is recorded as either poor parental health (54%), domestic abuse (49%), substance misuse (49%), alcohol misuse (38%). This is unlikely to be a 'quick fix'.

6. Why it matters

Neglect can be fateful and affects the global development of children. Neglect can also affect longer term development with negative consequences for physical and mental health over the lifetime

7. Action

Look out for low level concerns and intervene early to assist families before crisis. Ensure you listen to the child's story. Complete an assessment to decide on assistance needed. Refer to targeted/social care.

7 Minute Briefing

Child Sexual Exploitation

1. Background

Child Sexual exploitation (CSE) is a form of abuse that can happen to any child irrespective of social background.

This is an issue of abuse not a lifestyle choice. Children who are sexually exploited are the victims

Male victims are very under-reported.

2. What is it?

CSE often involves a child receiving 'something' e.g. gifts, money, alcohol, drugs, cigarettes etc. for performing sexual activities. Many young people will not see themselves as victims as they are led to believe they are making their own choices, but they aren't.

3. Why it matters?

Children who become exploited in this type of abuse face huge risks to their physical, psychological and emotional health.

Victims require long term intensive support.

The perpetrators are criminals and must be pursued through the courts

4. Categories of CSE

CSE can take various forms including: Online grooming; Gang exploitation; Boyfriend/girlfriend model; Party model; Street model; Peer Model

CSE offences always include an element of grooming – manipulating a child in order to exploit them.

5. Vulnerability

Factors that will make a child more vulnerable include; Missing from home; disengaged from education; feeling alienated from family; lack of friends/peers; mental health issues; criminality.

Victims will often become secretive and estranged from family and friends.

6. Local issues

Cases referred locally go to the MASCE for review.

Most recent statistics show; 81% of referrals are for girls; the majority of cases include an aspect of internet use.

Children who go missing are particularly vulnerable.

7. Action

Recognise the warning signs of CSE. Use the screening tool and consult if you have concerns.

Make a referral to the MASH team on 0151 606 2008. Complete a CSE 1 form. Document all activity.

Further info:
www.listentomystory.co.uk

1. What is Harmful Sexual Behaviour (HSB)

- HSB can be defined as :
'One or more children engaging in sexual discussions or acts that are inappropriate for their age or stage of development. These can range from using sexually explicit words and phrases to full penetrative sex with other children or adults'.

2. HSB Behaviours

- HSB includes both contact and non- contact behaviours (e.g. grooming, sexting, taking pictures) and the young person has displayed a harmful behavioural threat (verbal, physical or emotional) to coerce, threaten or intimidate a victim.

3. Consent

- To give consent to sex or a sexual act a person must be 16 years old or over, understand, and be able to make a choice or change their mind. If a young person is under the age of 13 years, under the Sexual Offences Act 2003 they cannot legally consent to any form of sexual activity.

4. Identifying HSB

- To help professionals to identify behaviour which might be harmful Brook have published a traffic light tool (available on the WSCB website)
- The tool provides a continuum of sexual behaviours from normal and healthy to harmful and provides a resource to identify, assess and respond appropriately to sexual behaviours

5. Response to children displaying HSB

- Using guidance document and traffic light tool professionals assess whether behaviour is healthy, inappropriate or harmful
- Any inappropriate or harmful behaviour triggers completion of a request for services form and strategy meeting

6. Key Information

- Around 90% of children who engage in HSB are adolescent boys
- Common features amongst children who present with HSB are a history of multiple abuse and disadvantage, and having a learning disability
- Both perpetrators and victims must be viewed under safeguarding and child protection procedures

7. Useful Links

WSCB Multi-agency guidance:

<https://www.wirralsafeguarding.co.uk/procedures/6-3-children-young-people-display-sexually-inappropriate-harmful-behaviour/>

Brook Traffic Light Tool:

<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>

7 Minute Briefing

Harmful Sexual Behaviour

1. Background

Since the Childrens Act 2004 it has been a legal responsibility for Local Authorities to recognise, monitor and support any child in their area that is being 'privately fostered'.

2. What is Private Fostering?

This is an informal arrangement where a child up to the age of 16 (or 18 if registered with a disability) is living with someone not classed as family under the Childrens Act 1989, for a period of 28 days or more.

3. Why it matters?

It is believed a lot of children are living in these circumstances unrecognised which could lead to abuse.

Victoria Climbié was brought into the country by a distant relative who went on to abuse and murder her.

4. Considerations

The period of the arrangement could be broken by a brief visit home may still be classed as Private Fostering. So does not need to be 28 days consistently.

The parents will still hold Parental Responsibility and will need to be consulted when decisions about care are made.

5. Responsibility of the Private Fosterer

To notify the Local Authority before entering into any arrangements.

To agree to checks and assessment being made.

To agree the terms of the care with the parents or whoever holds parental responsibility.

6. Responsibility of Local Authority

Complete a Child in Need Assessment of suitability.

Complete checks on the adults in the household, DBS, Criminal Records.

Assign an IRO to undertake regular reviews of the circumstances.

7 Minute Briefing *Private Fostering*

7. Action

Recognise when a child you are working with may be in this situation, or about to be.

Make a safeguarding referral to the MASH Team on 0151 606 2008.

Give as much information about the child and the circumstances as possible.

7 Minute Briefing

Domestic Abuse

1. Background

Domestic abuse can affect anyone from any background. Whilst the majority of cases are male on female violence there has been an increase of female on male violence and violence in same sex relationships.

2. What is it?

'Any incident or pattern of incidents of controlling, coercive or 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'.

3. Types of abuse

Domestic abuse can take the following forms: Physical/sexual abuse and violence; psychological abuse and name-calling; financial abuse and control of money in the house; emotional abuse and emotional blackmail.

4. Why it matters?

In 90% of cases children are in the same or the next room when the incident occurs. They may be emotionally distressed witnessing abuse, or physically harmed themselves.

5. Local issues

The highest risk age for women is between 25-45. The highest risk of witnessing domestic abuse is in children aged under 5. The most referrals come from the Birkenhead area.

6. How to respond

Make sure that any immediate harm is managed. Inform the police if risk of harm is imminent. Discuss safety planning with the victim. Ensure safety of children is paramount.

7. Action

Recognise warning signs. Complete the DASH form with the adult victim (over 16) and the RIM form with the children. Make a referral to the MASH team. Refer to MARAC in those cases where risk is high.



Thames View Infants Child Protection Policy

Early Help - On a Page

<https://www.wirralsafeguarding.co.uk/professionals/what-is-early-help/>

Early Help & Prevention Offer	All People	Some People	Specific People	
	Global Prevention	Focused Prevention	Targeted Early Support	Reactive Intervention
What are we aiming to do?	Provide education and encouragement to empower children, young people and families	Prevent anticipated need arising by supporting children, young people and families	Meet needs and reduce the likelihood of referral to Children's Services	Deliver focused activity to reduce the need for Children's Social Care intervention
Who?	All children and young people	Children and young people belonging to a vulnerable group	Children and young people at level 2 on the continuum of need	Children and young people at level 3 on the continuum of need
How will we know about them?	Universal coverage with opportunity for self-identification/selection	Identification through universal access, data analysis and insight	Professional identification and referral to Community Matters	Professional identification and referral to Family Matters and/or Children's Services
What will we do	Partnership approach to providing a wide range of activities, information, advice and guidance	Partnership approach to providing a wide range of preventative activity, signposting and guidance	Partnership Early Help Episode: Lead Worker, EHAT, Family Plan	LA Early Help Episode: Lead Worker, EHAT, Family Plan
Who will do this?	Partnership offer: published on WSCB website, the Hive Youth Zone, Healthy Child Programme, 3 and 4 year old funding for early education LA Services: Children's Centre Universal Offer, Play Services Youth Hubs and Hubs, Health Services in Schools	Partnership offer: published on WSCB website, 2 year old funding for early education LA Services: Early Years Family Workers, Children's Centre Groups, Health Services in Schools 1:1s and Parent Education, Creative Youth Development, Alcohol and Substance Education	Community Matters services: WEB, WIRED, Safer Wirral Hub, Caritas, Fender Community Hub, The Open Door Centre LA Services: Early Years Portage Team, Detached Youth Work, Youth Projects- GIRLS, LADS, Life Skills	Family Matters services: Targeted Family Support, Pre-Birth & Infant Team, Adolescent Response Team, Family Group Conferencing LA Services: Alcohol & Substance Misuse Work, Counselling,
How? Methods/ model?	Range of activities provided through the Children's Centre What's On guides, guided play sessions; open access to youth hubs and clubs with a range of activities, advice and guidance, drop in sessions for all secondary school pupils	Range of parenting programmes, 1:1 support, peer support, parent education sessions, theatre and arts activity, briefings, multi-agency workshops, partnership with schools	Partnership Early Help Episode: Lead Worker, EHAT, Family Plan underpinned by SFEF Community Matters services: parenting, mental health support, advocacy, family support, debt advice, health & wellbeing, whole-family approach	Early Help Episode: Lead Worker, EHAT, Family Plan underpinned by SFEF Family Matters services: parenting, reducing conflict, family mediation, 1:1 support; 1:1 nurture programme, 1:1 gateway programme, housing advice, whole-family support plan, co-ordination of multi-agency approach
How will we know the impact?	Data on engagement: registrations, reach, contact, sustained contact, evaluations from children, young people and families	Increase in early help activity, reduction in contacts to Children's Social Care, evaluations from children, young people and families	Reduction in contacts to Children's Social Care, cases closing with needs met, family evaluations	Reduction in referrals to Children's Social Care, progress of step downs, cases closing with needs met, family evaluations

Children, young people and families are at the heart of our services - We will ensure that we engage with children, young people and families to improve and co-produce future service provision.