



## Foresters Primary school

### Child Protection & Safeguarding policy

#### "THE WELFARE OF THE CHILD IS PARAMOUNT"

The safety and welfare of our pupils is of the utmost importance, ensuring that they are protected from maltreatment, impairment of their mental and physical health or development and that they are growing up in circumstances consistent with the provision of safe and effective care to achieve the best outcomes. We have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. We maintain an **'it could happen here'** attitude.

We know children learn best when they are healthy, safe, and secure, when their individual needs are met and when they have positive relationships with the people caring for them. We aim to have schools which are welcoming, safe, and stimulating and where children can enjoy learning and grow in confidence. All necessary steps are taken to keep children safe and well.

Because of the day-to-day contact with children, our staff are trained to identify when a pupil may be at risk of harm and abuse, and they report their concerns immediately. We have a duty to safeguard and promote the welfare of our pupils through identifying any child welfare concerns and taking action to address them in partnership with families and other agencies where appropriate.

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

Opportunities to teach safeguarding are taken whenever appropriate within PSHE, RSE, online safety and within all aspects of our curriculum.

Online safety is taught in all age groups (see E-safety policy) and there are appropriate monitoring and filtering systems in place which are reviewed regularly for effectiveness.

#### **Definition**

Safeguarding and promoting the welfare of each child is defined in KCSIE 2022 as:

- Protecting children from maltreatment;
- Preventing 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.

**Appendix 1:** Definitions of abuse and other safeguarding issues

**Appendix 2:** School context

**Appendix 3:** Child protection & safeguarding policy flowchart.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action. Contextual safeguarding (safeguarding incidents outside the school) must also be considered when looking at individual cases. All assessments should include this wider picture.

## **SEN**

Staff should be aware that children with Special Educational Needs and Disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers

At Foresters Primary school we identify pupils who might need more support to be kept safe or to keep them safe by ensuring the following:

- SEN records on Edukey are kept up to date - this allows us to have an oversight of the more vulnerable pupils
- Pupil notes are recorded, including low level concerns to build up a chronology of the child and identify any patterns
- That appropriate information sharing is embedded as best practice across the school
- That we work closely with parents
- SEN needs are considered carefully in all areas of safeguarding
- That our children in our ASD base may be particularly vulnerable and therefore need additional support to keep them safe.

Staff are also aware that when a child has a social worker, it is an indicator that the child is more at risk than most children. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support children who have a social worker. Our DSL works with the family and liaises with the class teacher and what support is needed, how the child is progressing and their next steps. Staff know to share any updates with the DSL immediately.

All adults must protect children from harm and abuse, including but not limited to safeguarding issues such as:

(See Appendix 1 for details)

- Child on child abuse

- Online Abuse
- Child Sexual Exploitation (CSE)
- Child abduction and community safety incidents
- Child Criminal Exploitation (CCE)
- County lines
- Children and the court system
- Children missing in education
- Children with family members in prison
- Cybercrime
- Domestic abuse
- Homelessness
- Mental health
- Modern Slavery
- Preventing radicalisation/extremism (The Prevent duty)
- Sexual violence and harassment
- Serious Violence
- So-called 'honour'-based abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Breast Ironing
- Private Fostering

### **Recognition/Signs of Abuse**

The first indication of concern about a child's welfare is not necessarily the presence of a serious injury. Many other signs, could be an indication of abuse, these may include:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn, or clingy, or they might have difficulty sleeping or start wetting the bed
- Children with clothes which are ill-fitting and/or dirty
- Children with consistently poor hygiene
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason
- Children who don't want to change clothes in front of others or participate in physical activities
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry
- Children who change friendships or have relationships with older individuals or groups
- Children who have a significant decline in performance
- Children who show signs of self-harm or a significant change in wellbeing
- Children who show signs of assault or unexplained injuries
- Children who have unexplained gifts or new possessions
- Children who talk about being left home alone, with inappropriate carers or with strangers
- Children who fail reach developmental milestones, such as learning to speak or walk, late, with no medical reason
- Children who are regularly missing from school or home
- Children who are missing from education

- Children who are reluctant to go home after school
- Children with poor school attendance and punctuality, or who are consistently late being picked up
- Parents who are dismissive and non-responsive to practitioners' concerns
- Parents who collect their children from school when drunk, or under the influence of drugs
- Children who drink alcohol regularly from an early age
- Children who are concerned for younger siblings without explaining why
- Children who talk about running away
- Children who shy away from being touched or flinch at sudden movements.

**(Please note this is not an exhaustive list)**

## **Early Help**

Every family can go through difficult or challenging times at some point during their lives. and they may require support to help them to deal with difficult situations and make things better. Early Help services and support should be offered as soon as a problem or difficulty starts. At Foresters we would offer support from our Family Support Worker in the first instance. The Early Help Assessment Tool (EHAT) can then be used to find out more about the family so that we can understand the difficulties that they may be experiencing.

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.

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

- is disabled or has certain health conditions and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health, and Care Plan).
- has a mental health need.
- 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 or county lines.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, sexual or criminal exploitation.
- is at risk of being radicalised or exploited.
- has a family member in prison or is affected by parental offending.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
- is misusing drugs or alcohol themselves.
- has returned home to their family from care.
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
- is a privately fostered child; and

- is persistently absent from education, including persistent absences for part of the school day.

## **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. Staff are not expected or trained to diagnose mental health conditions but may notice behaviours that may be of concern. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or deputy.

## **Designated Safeguarding Lead (DSL)**

The DSL takes the lead responsibility for safeguarding and child protection, including online safety. At Foresters Primary school the DSL is **Mandy Walker**. The Deputy DSL's are **Havard Spring and Julia Merritt**. A link governor is in place to provide support and challenge. At Foresters the link governor is **Jenny Sims**. The Chair of governors will be the point of contact in the case of a complaint against the Headteacher.

In addition to our Child Protection policy, we have policies and procedures to cover the roles of staff, children and parents as listed below:

- Allegations of Abuse against staff Policy
- Behaviour Policy
- Staff Code of conduct
- Parent Code of conduct
- Data protection policy
- Whistleblowing policy
- Anti-Bullying policy
- Exclusion Policy
- Positive Handling
- E-Safety Policy
- Health and safety
- Acceptable use policy
- Social media policy
- School Policy for Children Missing in Education
- Safeguarding guidance for all visitors to the school
- SEND Policy
- Intimate care policy
- Code of conduct for contractors

Our policy applies to all staff, governors and volunteers working at Foresters Primary school. Our children and parents are informed about this and our other policies on the school website.

## **The Role of Individual Staff**

**Everyone** must be alert to the possibility that any child regardless of race, religion, culture, class or family background could be the victim of abuse or neglect, within a variety of different safeguarding issues.

All staff must have read and understand **Part 1 and Annex A of KCSIE-September 2022** and staff have to sign and answer questions to show and confirm that they have read and understood this.

Any concerns about a child must be recorded on a red form and passed to the DSL **immediately** so that if necessary, a referral can be made without delay. If the DSL is unavailable, the form should be passed to the Deputy DSL or in their absence, a member of SLT.

All staff should be 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 being threatened and 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 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.

Risks of harm can be compounded where children who are LGBT and lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share the concerns.

All concerns should be recorded on Edukey by the DSL. Members of staff should not investigate child protection/safeguarding concerns, but rather gather information/ facts including any witnesses of an incident using **TED**

**Tell me about it,**

**Describe it to me,**

**Explain it**

This is a way of using 'open questions'. If a pupil/student says something, it is vital to listen carefully, so staff can record and report it accurately and pass onto the DSL as soon as possible.

Where a child is suffering or likely to suffer from harm the DSL will ensure that a referral to the Children's First Contact Service (CFCS), and if appropriate the police, is made immediately referrals will follow the local referral process.

Safeguarding and promoting the welfare of children is **everyone's** responsibility.

**Everyone** who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all staff should make sure that their approach is child centred. Staff should consider, always, what is in the **best interests** of the child.

Through regular safeguarding training, staff are all aware of the Whistle blowing policy.

Staff are also informed about the NSPCC helpline number: **0808 800 5000**

## **Working with Children**

We recognise that children, who are abused, neglected, or who witness either of these things, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be

challenging and defiant or they may be withdrawn or sometimes they manage to not show any obvious signs.

Children at Foresters Primary school are taught about safeguarding, including online through various teaching and learning opportunities both explicitly and as part of the broad and balanced curriculum. The curriculum ensures that the statutory Relationships Education 2020 document is covered for all pupils.

Children at Foresters Primary school are taught to recognise when they are at risk and how to get help when they need it.

We will support pupils and enable them to feel safe through:

- The school ethos which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school - the school will ensure the pupil knows that some behaviour is unacceptable, but they are valued and not blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, the child and adolescent mental health service, the borough school attendance service, and the educational psychology service; and
- Ensuring that, where a pupil with a child protection plan leaves the school, their information is transferred to any new school immediately and that the social worker is informed.
- When children use the school's network to access the internet, they are protected from inappropriate content by our in house monitoring systems
- Children hand in their phone on arrival to school and do not have access to them again until they leave for the day.
- Pupils are well equipped with current online safety concerns and this is covered through the curriculum the school provides and also through parent awareness training.
- The school may use Google Meet in order to be able to communicate with
- Pupils at home during the COVID-19 pandemic outbreak and beyond. Teachers and children have been trained in following the Google Meet Guidelines.

### **Recruitment, training and supervision of staff and volunteers**

In our recruitment and selection of staff and volunteers we will at all times adhere to the Government guidance and 'Keeping Children Safe in Education (DfE September 2022)'. Our safer recruitment procedures can be found in our Safer Recruitment policy.

In particular we will ensure that:

- For good practice, our interview panel includes at least one member who has completed safer recruitment training.
- We always follow up gaps in previous employment.
- We carry out an online search on shortlisted candidates.
- We always require specific references from employers, approved by the Headteacher.

- References will be followed up when we have any doubt about their origin e.g, cannot find a school with matching staff on their website or email address given is a personal one etc. that for all posts, paid and voluntary, the appropriate Disclosure and Barring Service (DBS) information has been received
- We keep a single central record (SCR) of all staff, governors and volunteers with the date and outcome of their DBS check as well as any other information relevant to working in all schools
- Audits of SCR's take place regularly to ensure both compliance and effectiveness.

## **Staff Induction**

All staff joining Foresters Primary school will be given induction which will include:

- The child protection and safeguarding policy including Prevent;
- E-safety policy
- Behaviour policy;
- Staff handbook
- The safeguarding response to children who go missing from education
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
- Report Training e.g Pink & red forms and Edukey

## **Staff cannot start working with children until they have undertaken safeguarding training.**

**Governors:** As set out in KCSIE 2022 all governors will receive appropriate safeguarding and child protection, including online training, at induction. This training will equip them with knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools are effective and support the delivery of a robust whole school approach to safeguarding. Their training will be regularly updated.

## **Contractors and Outside Agencies**

We expect all contractors providing services within the school whose staff have access to school premises to comply with this policy and the attached procedure, as well as the staff code of conduct. The contractor or individual must agree to this in writing.

We require any contractor or organisation delivering a service on behalf of the school or using our premises to provide evidence they adhere to the above requirements in terms of recruitment, selection, training and supervision of their staff and any volunteers, in particular DBS information. Checks are usually only required if a contractor's member of staff will be left unsupervised.

Where school facilities/premises are used for non-school activities we will seek assurance from the body concerned that they have appropriate safeguarding and child protection training and that appropriate safeguarding and child protection policies and procedures in place. The Headteacher will check the policy before the premises can be used. This applies regardless of whether or not the children who attend any of the activities are children on the school roll.

## **When a child discloses, or you are aware there is a safeguarding issue-**



## DO NOT DELAY

- Tell the Designated Safeguarding Lead as soon as you can using the red form to record the disclosure – it may be necessary to interrupt a lesson to do this – do not leave the form on the DSL's desk as they may not get back to check their post until the end of the day once the pupil has gone home.
- Early referral gives more time to offer help to the pupil and family before the situation becomes more serious.
- When the matter is already severe or serious, early referral gives more time for others to protect the pupil.
- The Designated Safeguarding Lead may consult the Children's First Contact Service (CFCS).

## MAKE WRITTEN NOTES

At the earliest opportunity:

- Make a written record of your concerns.
- Record facts accurately and be clear when you are expressing an opinion and the basis for this - these notes will help to ensure accuracy in recalling events later
- Ensure notes are written in ink, are legible, signed and dated, with the day of the week
- Take the notes to the school's Designated Safeguarding Lead as soon as possible
- Do not take photographs of any physical injuries or use audio to record disclosures.

If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

## Remember

**Listen** - do not ask leading questions or interrogate. Consider interpreting services if English is a second language. Use TED as a way to ask open questions: Tell me about it, Explain it to me, Describe it

**Remain calm** - if you are shocked, upset or angry the pupil/student will sense this and this could stop them from saying more.

**Reassure** - the pupil/student that s/he has done nothing wrong - tell them it is alright to talk

**Do not promise to keep it secret** - tell the pupil/student you cannot keep the matter secret and will need to take advice from someone who can help.

## Referral Process

Any member of staff can make a referral to the Children's First Contact Service (CFCS) or the Police, but they should always consult the Designated Safeguarding Lead wherever possible. However, any referral must not be delayed-if the DSL is not available, then speak with the Deputy DSL or a member of SLT and advise them that the referral has been made to the SCFC. Guidance on how to make a referral can be found at:

[https://www.sutton.gov.uk/info/200235/safeguarding\\_children/473/what\\_to\\_do\\_if\\_you\\_are](https://www.sutton.gov.uk/info/200235/safeguarding_children/473/what_to_do_if_you_are)

## [worried about a child/2](#)

(Additional information is also available in the London Child Protection Procedures).

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

The duty social worker or the Education Safeguarding Children's Adviser will be happy to discuss concerns even if you are not sure at that stage that a referral needs to be made. They can also be contacted through Sutton's CFCS service on: 0208 770 6001 or out of hours please call: 0208 770 5000.

- If in doubt, consult.
- Do not ignore concerns, even if these are vague.
- The first responsibility of staff is to the child.
- If you need help or support to manage your own feelings, this can usually be provided.

Contact with the family should always be discussed with the school's Designated Safeguarding Lead, who may consult the CFCS social care team or the Education Safeguarding Children's Adviser for advice.

In cases where a minor physical injury causes concern, it is usual school practice to discuss this with the parent or carer. If the explanation suggests a non-accidental cause for the injury (or a failure to protect the child from harm) advice should be sought and unless social services advise not to, parent or carer should be informed that the matter must be referred to the Children and Family Social Work Service via CFCS

In cases of possible neglect or emotional abuse, the concern may have built up over a period of time. There may have been discussions previously between school staff and the family about sources of help (e.g. the Children and Family Social Work Service / Early Help), but if concerns persist, the Designated Safeguarding Lead will need to refer to CFCS.

**In cases where there are suspicions of sexual abuse, the Designated Safeguarding Lead will seek immediate advice from the CFCS before discussing this with the family.**

### **RECORDING incidents**

- All records relating to child welfare concerns will be kept on the pupil's/student's file and the file will be kept secure - a chronology of concerns should be kept
- Where there are concerns about a pupil/student, a file will be set up for the pupil's/student's making the files easily distinguishable from others where there are no concerns.
- We will keep records of any concerns about pupils/students, even where there is no need to refer the matter immediately
- Information from records will only be accessed by staff on a "need to know" basis;
- Key staff will need to know when a pupil/student is subject to a Child Protection Plan so they can monitor the pupil's/student's welfare
- Records relating to the child's welfare will remain on the pupil's/student's file as long as the child is at the school;

- When the child leaves the school, the new school will be advised in writing that their records contain information about child protection concerns even where these are no longer current. Records should be sent in a way that is lawful in terms of the requirements of the Data Protection Act and proof they have been received will always be gained. A copy of the file will be kept as previously stated.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

As set out in KCSIE 2022, information can be shared without consent where there is a good reason to do so and that the sharing of information will enhance the safeguarding of a child in the timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and if to gain consent would place a child at risk.

### **Working with other agencies**

- All staff have a legal duty to assist local authority Children and Family Social Care Services or the Police when they are making enquiries about the welfare of children
- Information about a child must therefore be shared on a "need to know" basis with other agencies;
- When telephone requests for information are received, always maintain security by checking the telephone number listing for the caller and calling back to a switchboard number before giving information or confirming the student is on the school roll;
- Always advise the designated person about such requests for information
- Requests for attendance at meetings about individual children (e.g. child protection conferences) should be notified to the designated person, who will arrange preparation of a report and attendance at the meeting

### **Allegations involving School Staff/Supply/Agency/Volunteers**

We recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay; any concerns about the Headteacher should go to the Chair of Governors.

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headteacher.

Concerns may come from various sources, for example, a 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.

The Headteacher must decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant; it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below). It is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;

- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

Allegations should be reported to the LADO without delay.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

### **Low-level Concerns**

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person\* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.

Example behaviours include, but are not limited to:

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

If the concern has been raised via a third party, the Headteacher should collect as much evidence as possible by speaking:

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

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

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

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

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

(\* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

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

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

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

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

### **Child on child abuse**

- Abuse or concerns about a risk of abuse or harm by other children/young people is subject to the same safeguarding procedures as in respect of children or young people being abused by an adult;
- Professionals responding should be alert to the risk a child/young person may pose to children/young people other than any “current” victim; and
- Victims should be reassured that they are being taken seriously and will be supported and kept safe.

School safeguarding contact details:

- DSL and Family Support Worker Mrs M Walker 02086696910
- Headteacher and Deputy DSL – Mr Spring 02086696910
- Deputy Headteacher and Deputy DSL Mrs Merritt- 02086696910
- Chair of Governors- Jenny Sims

Sutton’s CFCS service can be contacted on: 0208 770 6001 or out of hours on: 0208 770 5000.

Julia Merritt September 2022

Reviewed Mandy Walker DSL (Nov 2022)

Governors (Nov 2022)

## **Appendix 1: Definitions of abuse and other safeguarding issues**

### **The four main forms of abuse**

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

**Abuse:** form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 (also known as

Child-on-Child Abuse) in education and all staff should be aware of it and of the school's policy and procedures for dealing with it

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

[LSCB\\_NeglectPracticeToolkit\\_A4.pdf \(suttonscop.org.uk\)](https://www.suttonscop.org.uk/LSCB_NeglectPracticeToolkit_A4.pdf)

[Experiences of neglect by Howarth's classifications - A3 Poster.pdf \(suttonscop.org.uk\)](https://www.suttonscop.org.uk/Experiences_of_neglect_by_Howarth's_classifications_-_A3_Poster.pdf)

For more information, go to: <https://tacklechildabuse.campaign.gov.uk>

## **DEFINITIONS OF SPECIFIC SAFEGUARDING ISSUES**

### **Bullying**

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types of bullying are: physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling), social (e.g. isolating an individual from the activities, lying and spreading rumours, damaging someone's reputation and carrying out acts behind a person's back to cause humiliation) and cyber (e.g. sending abusive or hurtful texts, emails, posts, images or videos, deliberately excluding others online, spreading gossip or rumours and imitating others online or using their log-in details).

### **Child Sexual Exploitation (CSE) and Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors, including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status). Of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups.

### **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).

### **Child Criminal Exploitation (CCE)**

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

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

### **County Lines**

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units special educational needs schools, children's homes, and care homes. Children are often recruited to move drugs and money between locations.

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

Female Genital Mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK. FGM typically takes place between birth and around 15 years old; however, it is believed that most cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. The duty does not apply in relation to at risk or suspected cases.

[Sutton FGM Booklet.pdf \(suttonscp.org.uk\)](https://www.suttonscp.org.uk/Sutton_FGM_Booklet.pdf)

### **So-called 'honour-based' abuse (including FGM and forced marriage)**



So-called honour-based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called honour-based violence are abuse (regardless of the motivation) and should be handled and escalated as such. Where staff are concerned that a child might be at risk of honour-based abuse, they must contact the Designated Safeguarding Lead as a matter of urgency.

## **Radicalisation and Extremism**

Radicalisation and extremism Under section of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

Children and young people are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be part of a schools' or colleges' safeguarding approach.

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.

All staff will undertake Prevent awareness training.

[LSCB GUIDANCE PREVENT DUTY 2016.pdf \(suttonlscp.org.uk\)](https://www.suttontrust.org/~/media/Files/Prevent/Prevent%20Duty%202016.pdf)

## **Child-on-Child Abuse/Harms**

Staff should be aware that safeguarding issues can manifest themselves via Child-on-Child Abuse/harm. This is most likely to include, but not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi nudes' images and or videos (also known as sexting or youth produced sexual imagery).
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Child-on-Child Abuse/harm can be a one-off serious incident or an accumulation of incidents. It can involve physical, emotional, or sexual abuse. Child-on-Child Abuse/harm involves someone who abuses a ‘vulnerability’ or power imbalance to harm another and have the opportunity or be in an environment where this is possible. While perpetrators of Child-on-Child Abuse/harm pose a risk to others, they are often victims of abuse themselves.

We recognise that even if there are no reported cases of Child-on-Child Abuse, such abuse may still be taking place and is simply not being reported.

We recognise that it is more likely that girls will be victims and boys’ perpetrators, but that all Child-on-Child Abuse is unacceptable and will be taken seriously

### **Up skirting Voyeurism (Offences) Act 2019**

The Voyeurism (Offences) Act, which is commonly known as the Up-skirting Act, came into force on 12<sup>th</sup> April 2019. Up skirting typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission 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.

### **Private Fostering**

The phrase ‘private fostering’ is often misunderstood. There is local authority fostering and fostering by private agencies. However, in law ‘Private Fostering’ is quite different.

From a safeguarding perspective, many private fostering arrangements are ‘hidden’ and, it appears, are rarely brought to the attention of local authorities, even though it is an offence not to inform them. The penalty for non-reporting is a maximum £5,000 fine, but it seems that convictions are extremely rare.

### **What is Private Fostering?**

A private fostering arrangement is one that is made privately (without the involvement of a local authority (or a private sector agency)) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins).

The local authority should be notified of the arrangement, at least six weeks before it starts and not to do so is a criminal offence.

Once the local authority has been notified, children's services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carers household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

[Sutton Local Safeguarding Children Partnership - Private Fostering \(suttonlscp.org.uk\)](http://suttonlscp.org.uk)

### **Overseas Students**

If an overseas student under the age of 16 (or under 18 if disabled) stays with a host for 28 days or more, there is a legal requirement for the host, guardianship agency, language school, agent, or other person or company involved in placing the student, to inform their local authority.

### **Breast Ironing**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breasts to stop them growing further. Breast Ironing is usually carried out by mothers or other women to protect girls from men. It is believed that the reason they carry out this procedure is to reduce the risk of sexual harassment, rape, kidnap and forced marriage. Indicators that Breast Ironing has been carried out are chest pains or other discomfort, changes in behaviour and fear of undressing.

### **Disguised Compliance**

Parents who appear to cooperate to avoid professionals getting too close or asking too many questions. There is a tendency by professionals to confuse participation with cooperation. Indicators include parents that put little effort into making changes, limited improvement despite significant input, conflicting views of child and parent, parents align with certain professionals and only engage with part of the plan. The risks of disguised compliance are that cases may drift and lack focus, significant issues may be missed, risks may increase, cases may be closed too early, and the child remains at risk of harm. It is important to keep an open mind, use an investigative approach and effective questioning. As professionals we must look beyond the obvious.

### **Hidden Children**

Children who do not attend school can become hidden, which means that we are less able to help and protect them. Some of these children may experience risks within their family, such as abuse and neglect. There may also be risks outside their family, such as radicalisation or exploitation. Protecting children from these external risks is known as

contextual safeguarding. Children who do not attend school may be at further risk of not achieving their educational potential. They may not be able to access formal education or employment in the future if they have not gained recognised qualifications. They will also not benefit from the role that schools play in developing children's skills to participate fully and constructively in society.

### **So which children are we talking about?**

1. Children not attending school nor on a school roll, including children who have been excluded both on a permanent or an informal basis and for whom no suitable alternative provision is arranged.
2. Children who fall under the heading 'educated at home', but may not be receiving effective, efficient, and suitable education or any education. This includes some children who may not be known to their local authority (LA) or any agencies.
3. Children attending unregistered schools, sometimes under the guise of being electively home educated.
4. Children in alternative provision that is of insufficient quality or is not provided for the required hours.
5. Children without a school place in LAs in which the protocols are not working well enough for hard-to-place children.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. This may have an impact on them in a number of different ways and they may need emotional support.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. This may have an impact on them in a number of different ways and they may need emotional support.

### **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

Transform Sutton - 020 8092 7569 / [transformsutton@cranstoun.org.uk](mailto:transformsutton@cranstoun.org.uk)

[Not Alone in Sutton](#)

National Domestic Abuse Helpline:

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

### Operation Encompass:

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

### **Fabricated or Induced Illness**

Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

### **Adverse Childhood Experiences (ACEs)**

1 in 3 diagnosed mental health conditions in adulthood are directly related to adverse childhood experiences. ACEs can include maltreatment, violence and coercion, adjustment, prejudice, family adversity, inhumane treatment, adult responsibilities and bereavement and survivorship. If you have witnessed or experienced any of the following before the age of 18 you have suffered an adverse childhood experience: domestic violence, sexual abuse, alcohol abuse, physical abuse, parental separation, drug abuse, verbal abuse, mental ill-health, or imprisonment.

### **Protective factors:**

1. Positive and supportive family
2. Safe relationships with peers
3. Access to a supportive community

4. Ability to regulate emotions
5. Acquisition of problem-solving skills
6. Compassionate, professional response
7. Early intervention from services
8. Trauma-informed systems

When talking to someone who has suffered an ACE, don't ask, what is wrong with you?  
But, what has happened to you?

## **Trauma and Attachment**

A significant number of children are exposed to traumatic life events. A traumatic event is one that threatens injury, death, or the physical integrity of self or others and also causes fear, terror, or helplessness at the time it occurs. Traumatic events include sexual abuse, physical abuse, domestic violence, community and school violence, medical trauma, car accidents, acts of terrorism, war experiences, natural and human-made disasters, suicides, and other traumatic losses.

If a child has experienced trauma, they are likely to develop other related behaviours.

These include:

1. the development of new fears
2. separation anxiety (particularly in young children)
3. sleep disturbance, nightmares
4. sadness
5. loss of interest in normal activities
6. reduced concentration
7. decline in schoolwork
8. anger
9. somatic complaints
10. Irritability

## **Contextual Safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff but especially the designated safeguarding lead (and

deputies) should consider whether children are at risk of abuse or exploitation in situations outside of their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

[LSCP Protocol Safeguarding Adolescents.pdf \(suttonlscp.org.uk\)](https://www.suttonlscp.org.uk/LSCP_Protocol_Safeguarding_Adolescents.pdf)

[9b. Contextual Safeguarding Briefing.pdf \(suttonlscp.org.uk\)](https://www.suttonlscp.org.uk/9b.Contextual_Safeguarding_Briefing.pdf)

## **Serious Violent Crime**

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

## **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## **Modern Slavery**

Modern Slavery and the National Referral Mechanism Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## Cyber Crime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded; • denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and • making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above. 128 Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.GOV.UK](https://www.ncsc.gov.uk).



## Appendix 2: School context



Local picture for Foresters Primary school

In Sutton Emotional Abuse and Neglect remain the most significant categories named in Child Protection Plans.

Staff should be aware of what to look out for and know to **speak to the DSL** with any concern, however small. Appendix 1 gives a breakdown of the types of abuse. Staff can refer to the Child Safeguarding Toolkit which was devised as a response to serious case reviews. Good practice, training and advice can be found on this website.

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

There has been a significant increase in domestic abuse in Sutton since last year and in 75% of Child Protection Cases domestic abuse is also present. Occupation Encompass operates in Sutton and therefore Foresters Primary school would be alerted if the police attend an incident of Domestic Abuse where children are present. Support can then be offered as appropriate. This could be from one of our ELSAs for the child and the Family Support Worker is available to support all families.

Self harm among young people remains at a high level in Sutton. All self harm and suicidal threats should always be taken seriously and responded to without delay. Staff should be aware of what to look out for and speak to the DSL **immediately** with any concerns. Sutton has a multi-agency self harm protocol that can be referred to.

Support for children and their families could include: ELSA, 1:1 nurture or support through signposting to external agencies.

**Appendix 3: Child protection & safeguarding policy flowchart**



