



7a Safeguarding Policy

**Child Protection
Prep, Pre- Prep and EYFS**

Policy History		
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Policy Statement on Abuse

The welfare of our pupils is the School's paramount concern. As a school we recognise our responsibility to do all we can to ensure that children are protected from harm both within the school and beyond our direct control. All staff are made aware of the definitions and the procedures to follow should a suspected case occur. We are aware of the value of records that must be kept, and the urgency of communicating any concerns.

Should a member of staff suspect child abuse in any of the categories listed at the end of this policy, they should report their concerns immediately.

To that end we are committed to:

- Establishing and maintaining an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensuring that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Including across the curriculum, including PSHEE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

The school recognises the term 'Harm' to mean 'ill treatment or the impairment of health, (or) development.' – (Section 31 of the Children Act 1989)

Halstead follows the Guidelines set out by Surrey County Council (<http://sscb.proceduresonline.com/chapters/contents.html>) and complies with *Keeping Children Safe in Education (2016) (KCSIE)* part 1 of which is read by all staff. KCSIE incorporates the additional statutory guidance *Disqualification under the Childcare Act 2006 (May 2016)*. KCSIE also refers to the non-statutory advice for practitioners *What to do if you're worried a child is being abused (March 2015)*. It has also been developed in accordance with the principles established by the Children Act 1989, the Education Act 2002, Safeguarding Vulnerable Groups Act 2006 and is in line with the government publications "Working Together to Safeguard Children" (March 2015)(WT). WTTSC refers to the non-statutory advice: *Information Sharing (March 2015)* Prevent Duty Guidance: for England and Wales (March 2015) Prevent, The Prevent duty: Departmental advice for schools and childminders (June 2015) and The Use of social media for on-line radicalisation (July 2015)

This policy is in accordance with locally agreed inter-agency procedures and has regard to guidance issued by the Secretary of State.

As a school, we recognise fully our responsibilities for child protection and the contribution it can make to protect children and young people and support pupils at school.

"Because of their day-to-day contact with individual children during school terms, teachers and other school staff are particularly well-placed to observe outward signs of abuse, changes in behaviour or failure to develop" (Working Together – under the Children Act 1989). We are mindful of the evidence given by the NSPCC in January 2009 to Sir Roger Singleton's **Review of Safeguarding Arrangements in Independent Schools** which stated that "calls to Childline highlight worrying concerns about bullying in independent schools. Alongside DBS checks, independent schools must maintain a culture of vigilance about risks to children and a clear understanding about appropriate interaction with children,

challenging unacceptable behaviour, providing examples of good conduct and ensuring children and young people know where to turn if they have problems or are being abused.”

Aims

- a) To support the child’s development in ways that will foster security, confidence and independence and include in the curriculum opportunities which equip pupils with skills they need to stay safe from abuse eg. Through PSHEE and safety advice in ICT.
- b) To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties believing they will be effectively listened to.
- c) To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- d) To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- e) To emphasise the need for good levels of communication between all members of staff.
- f) To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- g) To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- h) To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.
- i) To ensure that every effort is made to establish effective working relationships with parents and with colleagues from other agencies.
- j) To make provision for safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies.
- k) To understand that safeguarding issues can manifest themselves via peer on peer abuse.

Who is responsible?

Everyone who has contact with pupils is responsible for ensuring any disclosure confided in them by a pupil or observed by them about a pupil is passed on directly. Halstead maintains an attitude of ‘it could happen here’. At Halstead we will never ignore an allegation of child abuse and we will always investigate any concerns thoroughly. We will always act in the best interests of the child. Open communication is essential and parents and

guardians have an important role in supporting the school. There are, however, key people within the school who have specific responsibilities under child protection procedures.

1. The Designated Safeguarding Lead (DSL)

At Halstead this is the Deputy Head, Miss M Eaton. She is also responsible for the Early Years Foundation Stage – EYFS.

She ensures that all cases of suspected or actual problems associated with child protection are investigated and dealt with and reported to the Headmistress. She co-ordinates action within the School and liaises with the Local Safeguarding Children Board for this County and Social Services (Surrey), operating in line with the locally agreed inter-agency procedures. The Head, Mrs Austin who is also fully trained, assumes responsibilities of the Designated Safeguarding Lead in her absence. The Deputy Head reports on Safeguarding issues to the Governing Body annually.

Both can be contacted at Halstead School, Woodham Rise, Woodham Road, Woking, GU21 4EE 01483 772682. They are always available in term time and may be contacted via the school office during school holidays.

The Role of the Designated Safeguarding Lead

- Refer cases of suspected abuse to the local authority children's social care.
- Support staff who make referrals.
- Refer cases to the Channel programme when radicalisation is a concern.
- Support staff who make referrals to Channel.
- Refer cases to the DBS where a person has been dismissed or left due to risk/harm to a child.
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Headmistress to keep her informed of issues especially ongoing enquiries under section 47 of the Children Act 1989.
- Liaise with the case manager and designated officers at the local authority for child protection concerns (all cases which concern a member of staff).
- Liaise with staff on matters of safety and safeguarding and when deciding when to make a referral.

2. The Governing Body

The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. They are responsible for annually reviewing the Child Protection Policy and Procedures.

There is a nominated governor, Mrs A Stewart, who has specific responsibility for child protection. The nominated governor is responsible for liaising with the DSL and the Headmistress on matters relating to Safeguarding issues to ensure consistency with local procedures. This policy is reviewed by the DSL, Nominated Governor and Governing body at least annually. There is regular contact between the nominated governor and the DSL. Governors ensure that appropriate safeguarding responses to children who go missing from education are in place (see Children Missing Education Policy) to help identify the risks of abuse and to help prevent the risks of their going missing in the future.

Training and Induction in Child Protection

- The Deputy Head, who is the Designated Safeguarding Lead and the Headmistress, receive inter-agency training every two years. They also keep up to date with email bulletins, local area meetings, training opportunities and latest local policies on safeguarding.
- All staff (including teaching and non-teaching staff, after school activity leaders and Governors) receive full child protection training at least every three years as per best practice and in accordance with the LSCB. All staff receive safeguarding updates at least termly including more regular informal updates. This is minuted in the Governors' Education meeting. Prevent and online safety training are given annually and termly updates are given. Child Protection is on the weekly agenda for SMT meetings.
- Any Temporary and Voluntary staff are also given this policy and induction training is available for them as well as new staff.
- All new staff receive induction training in child protection on joining the School and sign to say they have had training and read this policy. This includes peripatetic music staff and people working with children in a one to one environment. The training includes the school's Safeguarding Policy, staff code of conduct, whistleblowing procedures, the identity of the DSL and part 1 of KCSIE, Annex A. The training also includes the risks of radicalisation and how to identify children and young people at risk. Governors and SMT have also read Annex A.
- Staff are given guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on).
- A document relating to the Disqualification under the Childcare Act 2006 (March 2015) concerning disqualification by association (living in or working in a household where there is a disqualified person) has been signed by all staff and is signed at the start of each academic year.

The Deputy Head has also received Prevent awareness training from Surrey Safeguarding and the Police.

No staff should have any contact with the children via texting, email or other electronic method unless it is an email, via the school office, for work missed. This should be sent via a parent's email address. This also applies to written communications unless the communication is, for example, a thank you letter for an end of term gift.

Personal cameras, mobile phones or any other personal electronic equipment that records images are not to be used in the EYFS setting. In the EYFS area there are signs to remind all users of electronic devices that these are not permissible within the EYFS setting. All staff must follow the school's Bring Your Own Device Policy. Photographs (for the purposes of assessment, recording and tracking) may be taken on school equipment only and downloaded to the school system and then deleted from the device. Their use should never be in any cloakrooms or toilets.

Transparency

Our Safeguarding Policy is on our website and is available to parents as a paper document on request. We hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child

abuse and we will always investigate any concerns thoroughly. Open communication is essential and parents and guardians have an important role in supporting the school.

Safer Employment Practices / Recruitment

At Halstead we follow the Government's recommendations for the safer recruitment and employment of staff who work with children. All Governors are vetted and contractors working regularly during term time are escorted at all times by a member of staff. More detail is set out in our Staff Recruitment Policy and Procedures.

The Headmistress and Deputy Head are also trained in 'Safer Recruitment' (Educare) and the school operates safe recruitment procedures including DBS checks and compliance with Independent School Standards Regulations for any staff employed by another organisation and working with the school's pupils on another site. See Recruitment policy (available in school office).

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

As a school we are committed to providing a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Please see Staff Code of Conduct.

Safeguarding Arrangements – General Points

If an allegation or disclosure of abuse is made ("Working together to safeguard children" and "What to do if you are worried a child is being abused") the school will communicate readily with the local safeguarding agency and will follow the detailed provisions set out in Keeping Children Safe in Education.

Specifically, the school will:

- Remedy any deficiencies or weaknesses in child protection without delay.
- Ensure that the Governing Body undertakes an annual review of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged.
- Provide training by the local social services department or an external welfare agency acceptable to the local safeguarding children board. (Designated people within school with up-to-date inter-agency training may also provide the training for the other staff).

Whilst the Data Protection Act 1998 places duties to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and protect the safety of children.

Prevent Duty

The Prevent Duty for England and Wales under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have due regard to the need to prevent people being drawn into terrorism. Extremism is defined as 'vocal or active opposition to FBV'. Some children are at risk of being radicalised, adopting beliefs and engaging in activities which are harmful, criminal or dangerous. This can happen both online and offline. Staff are aware of this and understand the need to be alert for signs. Staff have received full training

in September 2016 about Prevent, update September 2017 to help identify the early signs of radicalisation and extremism from the DSL. Any concerns need to be reported promptly to the Child Protection Officer. Channel Duty Guidance online provides further information.

The school has assessed the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Staff understand the risks affecting children and have a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The procedures for protecting children at risk of radicalisation are the same as those listed below.

The DSL and Deputy DSL are aware when to make a referral to Channel.

Speakers

All speakers to the school are accompanied at all times and school staff attend their talks. The contents of the talk is discussed with the member of staff before the visit.

Children with special educational needs and disabilities (SEND)

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- 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
- Communication barriers and difficulties in overcoming these barriers.

Early Help

Early Help means providing support as soon as a problem emerges from Foundation Stage to the point of leaving Halstead. It is more effective in promoting the welfare of children at an early stage and can prevent more serious problems arising later. All staff are reminded of the importance of listening to any concerns pupils might have and passing these on so that early help can be put in place if needed.

Effective early help relies on local agencies working together to:

- Identify children and families who would benefit from early help.
- Undertake an assessment of the need for early help.
- Provide targeted early help services for children and their families which focuses on activity to significantly improve the outcome for children.

Procedure

If a child volunteers information about abuse to a member of staff, it may sometimes be done obliquely rather than directly.

- Always stop and listen straight away to someone who wants to relate incidents or suspicions of abuse.
- Ensure privacy as much as possible.
- An abused child is likely to be under severe emotional stress and the staff member may be the only adult whom the child is prepared to trust. When information is offered in confidence, a member of staff will need to display tact and sensitivity in responding to the disclosure.

- A member of staff will need to reassure the child and retain her trust while explaining the need for action, which will necessarily involve other adults being informed.
- The child's wishes and feelings must be taken into account when determining what action to take and what services to provide.
- The procedure will have the best interests of the child at heart.
- Children will be able to express their views and give feedback.

The above procedure also applies when a pupil volunteers information about abuse by another pupil. In such a case this policy must be read in conjunction with the Anti-bullying Policy. If such a disclosure should happen, all children involved, whether victim or perpetrator, are treated as being 'at risk'. It is in line with Working Together guidelines.

Any such discussions with the child should, as far as possible, adhere to the following basic principles.

- Listen to the child rather than directly question him or her or suggest words for her to use. Listen without showing shock, disgust or disbelief. Do not interrupt.
- Never stop the child who is freely recalling significant events. Reassure them that they are right to tell you. Explain to them what will happen next, you will have to talk to another adult, and that you cannot promise confidentiality.
- Make a note of the discussion, taking care to record the timing, setting and the personnel present, as well as what was said. If you have been shown bruising for example, draw a diagram to give the exact location. Do not take photographs and do not destroy original notes even if you write them up more neatly and fully.
- Record all subsequent events up to the time of the formal interview by the investigating team and not ask leading questions.
- Do not make a child repeat their account.
- Do not carry out an investigation of suspected or alleged abuse by interviewing people etc.

Staff should be aware that in the event of criminal proceedings being instituted, the records of any interviews with the child will at some stage be disclosed to the Crown Prosecution Service.

Peer on Peer Abuse (see categories and symptoms)

Procedures for dealing with abuse by one or more pupils against another pupil.

Peer on peer abuse can take many forms such as youth produced sexual imagery, cyberbullying, texting, banter, other comments or forms of abuse. This abuse will not be tolerated and not passed off as part of growing up or banter. Relevant Legal thresholds will be considered. Halstead works hard to minimise the risk of peer on peer abuse through PSHEE, reinforcement of positive behaviour and the school Anti-bullying policy. Any child receiving an allegation of peer on peer abuse will be spoken to by the DSL and Headmistress together. The victim will be spoken to separately and offered support and advice.

Should such an incident be reported a factual record must be kept and updated with all actions and outcomes. It will be taken seriously and if there is cause to suspect a child is suffering, or likely to suffer, significant harm the matter will be treated as a Safeguarding (child protection) concern. Safeguarding procedures will be followed. The school will not undertake an investigation without first consulting MASH so as to avoid jeopardising any investigation by statutory authorities

The DSL and Headmistress have completed the Child Exploitation Online Protection Centre (CEOP) training.

Children are not allowed mobile phones in school or on residential trips.

Where allegations of abuse or assault have been made against one or more of our pupils a thorough risk assessment of the situation and risk-based decision making will be carried out with a view to ensuring the safety of all pupils. The alleged victims and perpetrator pupils will receive appropriate support. A record will be kept of related conversations, meetings and communications.

Action to be taken if Abuse is suspected

- Having been informed, the DSL will contact their Children and Families Case Manager in the relevant Social Services Team, MASH, who will discuss and advise on the next step(s) to be taken. This will occur within 24 hours of a disclosure. The Police will also be contacted if a crime has been committed (Flow Chart A). Parental consent is not needed.
- Staff will follow up on a referral should the information not come from the Social Services Team (Local Authority). The numbers are at the end of the document.
- This record should be confidential and kept in a secure place (with the Deputy Head) so that it is available should the case need activating. All responsible should make sure their names appear, and records are all dated. Records of such matters will be entered in a document called a Concern Log.
- Confidentiality should be stressed to the adults concerned and involved in dealing with the case.
- The Head or Deputy Head will be notified of the outcome of the investigation, and invited to the case conference should one be called. Where applicable, the reporting teacher will be involved.
- If, after a referral, the child's situation does not appear to be improving the DSL should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate the DSL will support the staff member in liaising with other agencies and setting up inter-agency assessment as appropriate. The child will be kept under constant review and consideration given to a referral to social services if a child's situation does not appear to be improving.
- Should the child be placed on the Child Protection Register, the Head, Deputy Head, class teacher and any other relevant staff will be asked to monitor the situation.
- This includes any cases where the allegation is against a teacher or for dealing with abuse by one or more pupils against another pupil.
- In EYFS abuse must be reported if it is suspected outside of the setting, for example if staff notice signs of abuse.
- It is important that an accurate record is kept of all that has occurred, stating the facts of the injury, times, explanations and action taken and anything that has been reported by the child.
- When a referral is made to the Social Services the DSL must confirm in writing with the Case Manager of the Social Services Team the actions that have been taken and send a copy to the Chairman of Governors
- School staff should **not** notify or make enquiries of parents with regard to suspected abuse, even if a pupil has been taken to hospital. Indeed, in some cases it could be counterproductive to do so. Social Services, in accepting the referral, become responsible for determining what action is to be taken, including advising the parents.

- When a pupil is in need of urgent medical attention and there is suspicion of abuse, the DSL should take the pupil to the Accident and Emergency Department at the nearest hospital, having notified Social Services. There must at all times be a responsible adult in attendance with the pupil, whether from the school or Social Services.
- Any visitor to the school, such as an Education Welfare Officer, Educational Psychologist or Therapist, who suspects that a pupil has been abused should follow the same procedure detailed above.
- Children in need should be referred leading to the possibility of a CAF (Common Assessment Framework) or TAC (Team around the Child) approaches, whilst children at risk should be referred to Children's Social Care immediately.
- If a crime has been committed the matter will be reported to the Police.
- Any child who runs away will be dealt as per the Missing Child Policy.
- Whilst unlikely, as it will usually be the DSL who makes a referral, any member of staff may refer a child to Children's Social Care. If anyone other than the safeguarding lead makes the referral they should inform the DSL as soon as possible.
- Parental consent is not required for referrals to be made to statutory agencies.
- If a child is in immediate danger or is at risk of harm a referral should be made to social services and/or the police immediately.
- Documents such as Mental Health and behaviour in schools (March 2015) and Counselling in schools: a blue print for the future (March 2015) may be useful.

Should the disclosure or suspicion of abuse involve a member of the School staff who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child, or children, in a way that indicates he/she would pose a risk of harm to children.

Procedures will be applied with common sense and judgement. We understand that some cases may well either not meet these criteria or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. At Halstead, in all cases, the school will follow the process set out by Surrey Safeguarding Children Board to resolve cases without delay for the benefit of all concerned; the LADO will be consulted in all cases, in line with the *Surrey Safeguarding Children Board: process for reporting and managing allegations* (See Appendix A) and the Chairman of Governors will be advised.

The LADO will advise on the next steps, (i.e. referral to children's Social Care, police or disciplinary). He/she will advise on how to manage talking about the concerns with the adult who may have harmed the child; how to inform the child's parents/carers; how we should safeguard children through any investigation; what they expect of us and other agencies involved. Our steps will be in line with the procedures outlined in *Part 4 of the Keeping Children Safe in Education (2016)* and options to avoid suspension will be considered; if suspension is deemed appropriate the Governing Body's approval will be sought, the NCTL and the LSCB will be notified. The school is committed to report promptly to the DBS any person whose services are no longer used for regulated activity and they have caused harm or posed a risk of harm to a child. We understand our duty to consider making a referral to the NCTL where a teacher has been dismissed and a prohibition order may be appropriate. We will not undertake our own investigations of allegations without prior consultation with the LADO.

Should any member of staff have any concerns about other staff they will be listened to and their concerns taken seriously.

Should the DSL be suspected, the Headmistress should then be the person approached. The Headmistress will be kept informed at all times unless she is the person suspected whereby she will not be informed.

In the case where the Headmistress is suspected, the staff member made aware of the allegations should report it to the Chairman of Governors (Mr J Olsen) or, in his absence, the Governor responsible for Safeguarding (Mrs A Stewart). Email safeguarding@halstead-school.org.uk

The Chair of Governors will then

- notify the LADO without informing the Headmistress
- ensure the Safeguarding governor is informed

Once the LADO has been informed the school will make every effort to maintain confidentiality and guard against unwanted publicity.

After School Procedures

If the disclosure happens after school hours, the teacher should attempt to contact the designated DSL or Headmistress. If this proves impossible and there is a fear that the pupil is 'at risk' (i.e. it is unsafe for them to go home) then Social Services may be contacted direct within 24 hours.

Inevitably some pupils will ask or plead with the teacher not to tell anyone else. In these cases:

- Do not negotiate with the child, but do firmly, yet sensitively, explain that you must refer the matter to the Deputy Head/Head. Whilst we may wish to give them a day to think it over, no teacher is in the position to do so. The matter must be referred before the end of the school day.
- Do allow her to voice her fears over "What is going to happen next?" The answer is that the Deputy Head/Head will ring Social Services that day who will then decide on what action to take. It may involve them coming to school and talking with the child. Do reassure the child that they regularly deal with this and will understand his fears about her family etc.
- In circumstances where the child is extremely distressed, he/she should not be left unattended. Ensure another member of staff sits with her while you are telling the Deputy Head.
- Do stay with them and be the 'support person' if a Social services interview does happen.

Advice to staff

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.

Comforting girls: it is important to 'cuddle' a distressed or unhappy child. In KS1 staff may sit a child on their lap to comfort them as long as other staff are in the vicinity and the doors are open. In KS2 staff sit next to a girl that needs comforting and put an arm round her.

Male staff must avoid all physical contact and handle any contact initiated by a child very carefully.

Changing underwear for KS1 girls: during break time any girl who needs her underwear changed is taken to the Year 1 & 2 cloakroom by a member of pre-prep staff on duty. The other person on duty is informed so that they are aware the child is being changed. All doors are left open. If the pupil is in Nursery or Kindergarten, the member of staff telephones the staff room for another member of Pre-prep staff to collect dry clothing from their cloakroom and stay to assist with changing. This is not necessary with Year 1 & 2 girls.

After 3.30pm staff supervising children will telephone or send a girl to the office or a nearby classroom to fetch a teaching assistant or other teacher to help with changing while they continue to supervise the other children.

School Curriculum

Children are taught about keeping safe and e-safety in Years 2 to 6. There is an annual Assembly close to Safer Internet Day (7th February 2017) and at least termly reminders to the children (See also E-safety Policy).

Lessons in PSHEE cover topics related to safeguarding such as how to keep themselves safe, stranger danger, bullying and drugs. It also reminds children who they can talk to if they would like to. The school also follows the Go Givers programme which includes resources for these topics.

Records and Monitoring

- Well-kept records are essential to good child protection practice. The Headmistress keeps confidential records of referral information and feedback from the agencies involved with individual cases. This information is kept secure and separate from other school records.
- As soon as a girl is offered a place at the school a letter is sent to their current/previous school (if they have transferred from another school) or Nursery requesting any information on any Child Protection issues surrounding that child.
- Individual teachers are made aware of any children on this register at the start of each academic year, or within the year as concerns arise. They are also made aware of the confidentiality of information and that it is only shared on a 'need to know' basis. If a child transfer or leaves, the school to which they are transferring is contacted and information is passed on to the named person to alert them to the need to monitor.
- Halstead takes child protection seriously and follows rigorous safer recruitment practices throughout the recruitment process. All adults who work in School, whether paid or not, undergo an Enhanced Disclosure and Barring Service check.
- Additionally all other appropriate checks are undertaken as per the latest guidelines/legislation, e.g. Prohibition from Management checks, DBS checks for Governors etc.
- Any person 'whose services are no longer used because he/she is considered unsuitable to work with children' will be reported to the Secretary of State via the Department for Education within one month of leaving the School. A referral will also be made to the DBS and NCTL.
- The local authority is informed when a child leaves Halstead at a non-standard transition point under any of the grounds set out in the regulations.

Female Genital Mutilation (FGM) and Honour-based violence (HBV)

Honour-based violence encompasses crimes which have been committed to protect or defend the honour of the family including FGM, forced marriage and practices such as breast ironing.

If a teacher discovers a known case of FGM appears to have been carried out the teacher must report this to the police. This responsibility is personal and cannot be transferred. They should also discuss this with the DSL as this is also a safeguarding issue. Known cases are those where wither a girl informs a person that an act of FGM however described has been carried out on her, or where the person observes physical signs on a girl appearing to show that an act of FGM has been carried out and the person has no reason to believe that the act was, or was part of, a surgical operation.

Staff are trained to recognise the signs of FGM and continue to have regard to their wider safeguarding responsibilities, which require consideration and action to be taken whenever there is any identified or know risk to a child, whether in relation to FGM or another matter.

Any report will be made as soon as possible, as per best practice, being by the close of the next working day by ringing 101. The report can be made orally but records should be kept of any conversations, discussions held and subsequent decisions. The DSL has a list of the information about the child which will be required by the police.

The parents of the child should be told and have the report explained to them. If the school believes that telling the parent about the report may result in a risk of serious harm to the child or anyone else, or of the family fleeing the country, it should not be discussed.

Domestic Abuse

Domestic abuse can involve other types of abuse. Living at home where domestic abuse takes place is harmful to children. Children who witness DA are at risk of significant harm and staff are alert to the signs and symptoms. Halstead is enrolled onto Operation Encompass, a joint project between Surrey Police, Surrey County Council, Surrey Domestic Abuse Service and Surrey Schools. Every school day a key adult is notified of all domestic abuse incidents which have occurred in the previous 24 hours which involved a pupil (72 hours on a Monday morning). This allows us to provide the right support at the right time.

Whistle blowing

See also separate policy

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, especially in EYFS. This might include for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

If a member of staff feels unable to raise concerns regarding child protection failures internally there is an NSPCC whistleblowing helpline: 0800 028 0285

See Staff Code of Conduct

Child Protection Checks for staff

Appropriate child protection checks and procedures apply to all staff employed by another organisation and working with the school's pupils on another site (for example a separate institution).

Parents/volunteers accompanying a residential trip will be DBS checked.

Referrals and Contact Details

Surrey Contact Centre 03456 009009

MASH (Multi Agency Safeguarding Hub) 9am – 5pm 0300 470 9100

Out of hours 01483 517898

Emergency Management Duty Officer 07831 473039

Use email when sending a [Multi-Agency Referral Form \(MARF\)](#) to make a referral.

- **For concerns for a child or young person:** csmash@surreycc.gov.uk (For secure email accounts, please use: csmash@surreycc.gcsx.gov.uk)
- **For concerns for an adult:** ascmarsh@surreycc.gov.uk (For secure email accounts, please use: ascmarsh@surreycc.gcsx.gov.uk)

Multi-Agency Safeguarding Hub (MASH)
6th Floor
Guildford Police Station
PO Box 101
Guildford
Surrey GU1 9PE

Early Help North West Area: 01932 795522 or earlyhelphubnw@surreycc.gov.uk

The online tool 'Reporting child abuse to your local council' also directs you to your local social care number.

North West region: 0300 123 1630, once referred (Woking, Runnymede and Surrey Heath)

Email: nwrais@surreycc.gov.uk or secure: nwrais@surreyccsx.gov.uk

Area Support Service 01483 518016

Surrey Safeguarding Chair: amanda.quincey@surreycc.gov.uk

EYFS Support Team: 01372833826

Area Schools Officer (ASO): Kate Prince 07792 587096 (emergency)

Area Schools Assistant (ASA): Natalie Cull

LADO/Designated Officer: Geraldine Allen

geraldine.allen@surreycc.gov.uk

Safeguarding Children Unit

Fairmount House

Bull Hill

Kingston Road

Leatherhead

KT22 7AH

0300 1231650 (Option 3)

Prevent: 101 (local police) or 0845 125 2222 (non emergency) and ask to speak to the Surrey Prevent Coordinator

Prevent helpline: 020 7340 7264 and counter-extremism@education.gsi.gov.uk

Channel General Awareness website

FGM: 101 (local police)
999 (emergency)
0845 125 2222 (non emergency)

Domestic Abuse: Surrey Domestic Abuse Helpline on 01483 776822
Sanctuary Outreach Service Covering Woking, Runnymede and Surrey
Heath - 01483 776822

The DSL will report to the DBS within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children and the criteria are met. A referral will also be made to the NCTL.

This school's policies are approved, ratified and reviewed annually by the Governing Body in the light of statutory requirements.

Policy Change History	
Reviewed	May 2009
Reviewed	May 2010
Reviewed	May 2011
Reviewed	May 2012
Reviewed	May 2013
Reviewed	November 2013
Re written and reviewed	November 2014
Reviewed	September 2015
Amended	November 2015
Reviewed	September 2016
Reviewed	November 2016
Adjusted	January 2017
Reviewed	March 2017
Reviewed	May 2017
Reviewed	October 2017
Amended	January 2018
Continued on to front cover	

Ratified by: _____
Designated Child Protection Governor

Date: Thursday 15th March 2018

Ratified by: _____
Chair of Governors

Date: Thursday 15th March 2018

Categories and symptoms of Abuse

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

Symptoms of Abuse

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The following indicators are not evidence in themselves, but may be a warning, especially if several signs are observed or a pattern emerges.

The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

In most cases issues will overlap with one another.

There are 4 main categories of abuse

Neglect

Physical Abuse

Sexual Abuse

Emotional Abuse

Issues such as Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE) Domestic Violence (DV) and Honour Based Violence (HBV) are also included in safeguarding and should be considered as a possibility. In case of FGM this must be reported, see number in contact details. Fabricated or induced illness is included along with faith abuse, gangs and youth violence, gender –based violence against women or girls (VAWG), hate, mental health, private fostering, relationship abuse or trafficking.

Bullying including cyber bullying are part of safeguarding and may be as a result of peer on peer abuse. Peer abuse is most likely to include, but may not be limited to, bullying (including cyberbullying) or sexting. (see KCSIE 2016)

Children missing education (CME) is also an area covered by safeguarding. (See separate policy)

The details of the main categories are set out as follows:

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

- Signs/symptoms of Child Sexual Exploitation.

Neglect

We acknowledge and understand that neglect is defined as:

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

Typical signs of neglect are:

- Poor hygiene
- Dirty clothes
- Poor skin condition
- Dirty teeth and halitosis
- Underweight or obesity – not fed properly
- Inadequately clothed
- Failure to provide glasses
- Shoes too small
- Anaemia
- Poor hair quality, infestations
- Protuberant abdomen
- Frequent bouts of gastro-enteritis
- Prominent joints
- Hands red, swollen, poor nails
- Generally any signs that a condition is not improving, without good reason.
- An example of parental neglect could be unsupervised access to the internet.
- It is very difficult to prove physical neglect unless it is extreme and additionally there is a danger of taking any of the above categories out of context and assuming neglect when this may not be the case.

Typical behaviour indicators of neglect are:

- Frequently hungry and preoccupied with food
- Stealing food
- Gains weight when away from home or loses weight during school holidays
- Overly tired – e.g. using the computer or Play Station all night unsupervised.
- Unable to concentrate on school work – not properly nourished
- Poor language skills
- Lack of ability to play
- Poor motor development
- Poor school attendance
- Is unusually 'hard' or 'detached' when told off
- Is unable to make normal friendships

The pupil:

- Looks extra-thin and poorly
- Complains of hunger, lacking energy
- Has repeated accidents, especially burns
- Is left alone at home inappropriately
- Is repeatedly unwashed, smelly
- Is kept away from school medicals
- Is reluctant to go home, especially at weekends.

Physical Abuse

We acknowledge and understand that physical abuse is defined as:

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.

(PE staff are often in the best position to notice injuries and should have a system of recording and reporting marks/bruises and repeated absence from games lessons.)

- Unaccounted for injuries
- Injuries getting progressively worse or occurring in a time pattern (e.g. every Monday morning)
- Repeated injuries
- Bruises – especially around the face, head, and genitals. Bruising either side of the mouth, bruising on both sides of the ear, black eyes; bruised eyes, especially if both at once; gripping bruises on arms or trunk. Current bruising/injury with a long history of bruises and accidents. Bruising on both sides of the ear. Any symmetrical bruising is suspicious
- Constant attention seeking behaviour; over pleasing/compliant behaviour
- ‘Grip’ marks on arms or ‘slap’ marks (cheeks, arms, legs)
- Long marks which could be from a belt or cane; stub marks from a cigarette
- Bite marks
- Fractures
- Burns / Scalds
- Cut lips

Typical behaviour indicators of physical abuse:

- Wary of physical contact
- Does not look to parents for comfort
- Does not expect to be comforted
- Seems less afraid than other children
- Seek information about what is going to happen to them – anxious – ‘Please don’t tell my parents.’
- Kept away from school – are they regularly away on Monday / Tuesday? What is happening at the weekend? Patterns of attendance can be telling. A reluctance to go home, especially weekends

Sexual Abuse

We acknowledge and understand that sexual abuse:

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

Typical behaviour indicators of sexual abuse or other family difficulty:

- Regressive behaviour/attainment – doing well and then suddenly progress stops or things appear to be going wrong.
- (Pupil progress tracking helps identify problems with non-attainment quickly).
- Secrets/fantasies
- Emotionally isolated; may appear unhappy or isolated
- Lack of peer relationships
- Poor self-image
- School refusal
- Suicide attempts
- Acute anxiety/fear
- Sleep disturbances; may have persistent problems with sleeping, nightmares, bedwetting
- Eating disorder; may struggle with anorexia, bulimia, or excessive 'comfort eating'
- May run away from home; may be reluctant to go home
- May have aggressive eruptions
- May be kept away from school medicals
- Inappropriate interaction with other children
- May behave in a precocious sexually provocative way
- May have aggressive eruptions or display extreme passivity

Previously believed to be typical behavioural indicators of sexual abuse, now grey areas for the given reasons:

- Detailed sexual knowledge inappropriate to their age: Internet access; Satellite TV; magazines; other children - all provide possible sources of information without the child necessarily having been abused.
- Excessively affectionate or sexual – some children are.
- Fear of being alone – may be many reasons.
- Make sexual approaches to other children – some children are unduly tactile.
- Promiscuous – again not necessarily due to abuse having taken place.
- Urinary tract infection and STD – difficult to find out about these things.
- Drawing sexually explicit pictures – depends on the type of picture – why does the person know about what they are drawing and want to replicate it?
- Bruising to lower part of abdomen, genital or anal areas and/or discomfort in these areas. – Health professionals – not school medical staff – are trained to correctly

identify if there is anything indicating abuse here. Very difficult to pick up unless extreme and the child goes to the school nurse.

- Children can be 'groomed' by adults, not usually parents, for sexual exploitation at a future date. A child can be in the grooming process for two, three, four or more years. It is important to pick up from a child's conversation any undue interest shown by other adults -male and female - over a regular period of time. This can include unexpected or extravagant gifts, trips out – anything where the child is moving towards trusting this person or feeling obligated or flattered by the attention without there being an obvious reason. It is particularly tricky to pick up when the parent has a new partner.
- Abuse by other children - again, difficult to detect but some signs may be present.

Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Emotional Abuse

We acknowledge and understand that emotional abuse is defined as:

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

This area of abuse is very hard to prove and as a consequence it is difficult for any action to be taken by Social Services.

Areas constituting emotional abuse:

- Persistent lack of affection
- Lack of physical interaction
- Lack of warmth and praise
- Lack of response to child's overtures or distress
- Lack of discipline and positive parenting
- Rejection
- Scapegoating
- Humiliation
- Denigration
- Terrorising
- Victimisation
- Encouraging of anti-social behaviour
- Exploitation
- Disassociation from the child
- Isolation within the family

Typical behaviour indicators of emotional abuse:

- Poor behaviour
- Habit disorder e.g. sucking thumb, rocking, biting
- Overly adaptive behaviour
- Role reversal
- Sleep disorders
- Overly compliant/passive behaviour
- Overly aggressive / demanding behaviour
- Hyperactive
- Development lag
- Frozen watchfulness

Female Genital Mutilation (FGM)

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.
- Typical signs of FGM are:
- a family arranging a long break abroad during the summer holidays.
- unexpected, repeated or prolonged absence from school.
- academic work suffering
- having difficulty walking, standing or sitting
- spending longer in the bathroom or toilet
- appearing withdrawn, anxious or depressed
- having unusual behaviour after an absence from school or college
- being particularly reluctant to undergo normal medical examinations
- asking for help, but may not be explicit about the problem due to embarrassment or fear.

The physical effects of FGM

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases.

Domestic Abuse

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

Typical signs of domestic abuse are:

- becoming aggressive
- displaying anti-social behaviour
- suffering from depression or anxiety
- not doing as well at school - due to difficulties at home or disruption of moving to and from refuges.
- withdrawn
- suddenly behaves differently
- anxiety
- being clingy
- problems sleeping

- eating disorders
- wetting the bed
- soiled clothes
- taking risks
- missing school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

Honour Based Violence (HBV)

Honour-based violence (HBV) is the term used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'.

For example, HBV may be committed against people who:

- Become involved with a boyfriend or girlfriend from a different culture, religion or caste.
- Want to escape an arranged or forced marriage.
- Have adopted Westernised dress or take part in activities, which may not be considered traditional within a particular culture.

Women and girls are the most common victims of HBV. However, it can also affect men and boys. Crimes committed in the name of honour may include: assaults, disfigurement, versions of sati (burning), sexual assault and rape, forced marriage, dowry abuse, female genital mutilation, kidnap, false imprisonment, stalking.

In the most extreme cases, people are killed because their actions are thought to be dishonourable. Honour based crime may not involve violence. It can also include:

- Psychological abuse.
- Written or verbal threats.
- Abusive phone calls, emails and messages.

The people who commit HBV are usually family members or friends within the same community. HBV is under-reported because those at risk can feel tied by family or community loyalty or are too distressed to speak out.

Typical signs of HBV:

- Social relationships have narrowed
- Suspected perpetrator makes all the rules and the victim has no say in his/her own life
- Extreme restrictions on movement and contact with others

- Victim shows signs of fear
- Victim has been injured
- Victim is withdrawn
- Victim may excel in school work or employment as symbols of freedom

Responding to Disclosure of Suspected Abuse –

Record of Discussion with Young Person

Date meeting took place:

Time:

Place:

Present:

What the young person revealed:

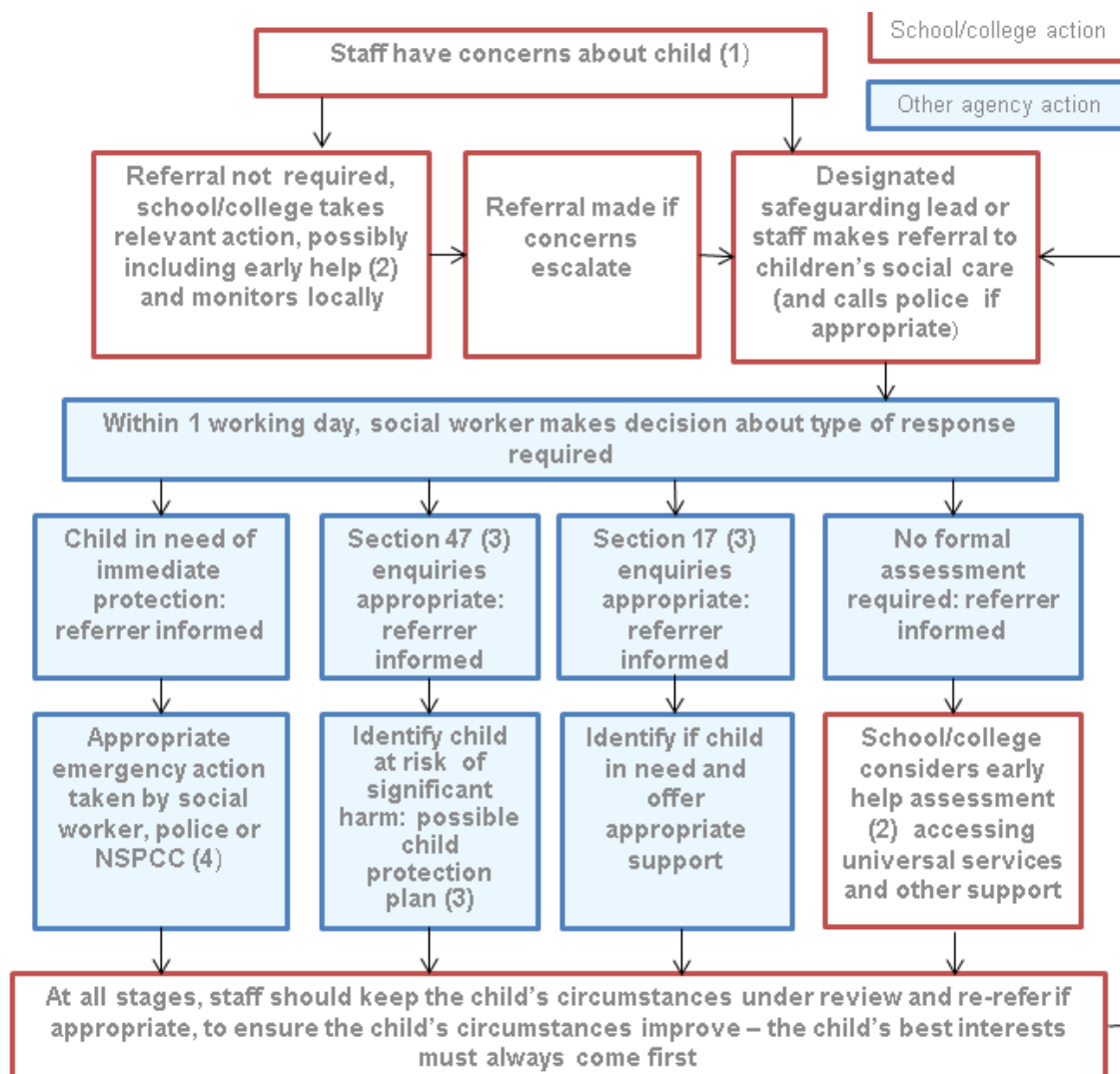
Circumstances leading up to the disclosure:

Questions asked of young person:

Signed:

Date:.....

Child Protection (Flowchart A)



Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

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

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Prevent: educateagainsthate.com

UK Council for Child Internet Safety [\(UKCCIS\)](http://www.ukccis.org.uk/)

Keeping children safe online:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.pshe-association.co.uk

Key points

- Regardless of the nature of allegations and who receives the allegation, it must be reported to the LADO. This must include situations where the worker resigns. Compromise agreements are not acceptable in such circumstances and may put others at risk in the future.
- Complaints procedures are separate to the allegations process and just because someone does not wish to make a complaint, this does not mean the allegation should not be considered and investigated.
- Unless the allegation is found to be malicious, records will be kept for 10 years or until the individual, subject to investigation, retires; whichever is longer.

Employers

If you employ or manage adults (paid or unpaid) who work with children, you must:

- let children and their families know how they can raise a concern that a worker in the service may have harmed a child
- let workers in the service know that they have a responsibility to raise a concern if they think a colleague has harmed a child
- have a procedure and an appointed person for responding to concerns that a worker may have harmed a child.

If you are worried that a worker has:

- behaved in a way that has, or may have, harmed a child
- possibly committed a criminal offence against or in relation to a child
- behaved towards a child or children in a way which indicates they may pose a risk of harm to children; or for education settings
- behaved towards a child or children in a way which indicates he or she would pose a risk of harm if they work regularly or closely with children.

And if you are the person in your organisation who is responsible for responding to that concern, you must consult with the local authority designated officer (LADO) within 24 hours.





Process for reporting and managing allegations

Managing allegations against individuals who work or volunteer with children in Surrey

Surrey LADO
(local authority designated officer)

Safeguarding Children Unit
Fairmount House
Bull Hill
Leatherhead
KT22 7AH

Phone: **0300 1231650**
Select option 3 LADO

When you contact us you will be directed to the duty LADO

March 2017

The LADO

Every local authority has a statutory responsibility to have a local authority designated officer (LADO), who is responsible for coordinating the response to concerns that an adult who works with children may have caused them harm. Current guidance refers to this role as a Designated Officer (DO). However in Surrey as in other authorities the title of LADO has been retained.

In Surrey we work to the Surrey Safeguarding Children's Board Procedures which can be found at <http://surreyscb.procedures.org.uk/>

The LADO's key role is to:

- provide advice / guidance to employers or voluntary organisations
- liaise with the police and other agencies including OfSTED and professional bodies such as the General Medical Council, HCPC and the College for Teaching and Leadership
- monitor the progress of referrals to ensure they are dealt with as quickly as possible, consistent with a thorough and fair process
- seek to resolve any inter-agency issues
- collect strategic data and maintain a confidential database in relation to allegations
- disseminate learning from LADO enquiries throughout the children's workforce.

If there are immediate child protection issues:

These will need to be addressed in the first instance in the normal manner. The LADO should then be informed.

What will the LADO advise you when you refer an allegation?

- Next steps (i.e. referral to Children's Social Care, police or disciplinary).
- How to manage talking about the concerns with the adult who may have harmed the child.
- How to inform the child's parents /carers.
- How the employer safeguards children throughout any investigation.
- What they expect of you and other agencies involved.

The LADO may consult with the police and children's social care to share information and establish if there is a role for them. If not, the matter will be referred back to the employer for them to conduct their own internal investigation. Support for any children involved as well as the person against who the allegation is made will also be considered.

If required, the LADO will convene a managing allegations meeting and invite key people. Information is shared and recorded and recommendations and actions agreed. A review meeting may take place at a later stage to consider what has been discovered as part of any investigation. There may be disciplinary issues to consider and possible referrals to professional bodies.

