

# **Barnfield Primary School**

## Safeguarding and Child Protection Policy



**‘Be the best you can be’  
DREAM. BELIEVE. ACHIEVE**

<b>Safeguarding and Child Protection Policy</b>			
<b>Written and prepared by: Barnfield’s Safeguarding Team</b>			
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# Safeguarding and Child Protection Policy for Staff, Governors and Volunteers

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**The Safeguarding Team:**

Designated Safeguarding Lead – Callum Moore

Deputy Safeguarding Lead – Jackie Bramble

Safeguarding Officer – Duncan Quigley, Danie Maurini

Safeguarding Governor – Allan Turner, Ammar Naqvi

## **1. Introduction and Rationale**

In line with the Government's vision for all services for children and young people and the **Department for Education Statutory Guidance "Keeping Children Safe in Education" September 2022**. The Governors and all Barnfield Primary School staff recognise that children have to learn in a safe environment and to be protected from harm. Children and young people are less likely to learn effectively and go on to lead positive and independent lives if they are not kept healthy and safe.

Barnfield Primary School is therefore committed to providing an environment which is safe and where the welfare of each child is of paramount importance. This will include a commitment to ensuring that all pupils feel confident that any concerns they may have will be listened to and acted upon. To this end, the Governors and school staff will be committed to ensuring that all members of the school community are aware of school responsibilities and procedures in this area. This will include communicating policies and procedures effectively with parents/carers, ensuring **all** staff and relevant members of Governing Body attend appropriate training and working effectively with other practitioners on behalf of children in need or enquiring into allegations of child abuse.

## **2. Aims**

- To protect children from maltreatment
- To ensure that children are protected and not criminalised
- to support pupils' mental and physical health and development in ways which will foster security, confidence and independence
- to raise the awareness of all Barnfield Primary School staff of the importance of safeguarding and child protection, and to make clear responsibilities for identifying and reporting actual or suspected abuse
- to ensure pupils and parents are aware that the school takes child protection seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- to promote effective liaison with other agencies, in order to work together for the protection and welfare of all pupils
- to integrate a child protection curriculum within the existing curriculum, allowing for continuity and progress through all the Year Groups
- to make appropriate links and reference to policies in related areas such as discipline and bullying.

## **3. Equal Opportunities**

This school believes it is the right of all children, regardless of their gender identity, sexuality, belief and/or religion, ethnicity, physical disability, ability, linguistic, cultural or home background, to be listened to and treated fairly. However, we recognise that disabled children face additional safeguarding challenges and our practices take this into account.

## **4. Guiding principles for intervention to protect children**

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

- All children have a right to be kept safe and protected from abuse.
- Child abuse can occur in all cultures, religions and social classes.
- Staff must be sensitive to the families cultural and social background.
- Children must have the opportunity to express their views and be heard.
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount.
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern.
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child.
- Information in the context of a child protection enquiry must be treated as **CONFIDENTIAL** and only shared with those who need to know.
- All staff should have access to appropriate and regular training.
- School management must allow staff sufficient time to carry out their duties in relation to child protection and safeguarding.
- When necessary, the school will engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of abuse including sexual violence. However, the exception is if there's reason to believe informing a parent or carer will put the child at additional risk
- When supporting victims, the school will regularly review decisions and actions, and update relevant policies with lessons learnt. Reflection will be used to look out for potential patterns of concerning, problematic or inappropriate behaviour, and where a pattern is identified, an appropriate course of action will be taken.

## 5. Roles and Responsibilities

### 5.1 Governing Body

The Governing Body has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times. This includes regular training to insure that safeguarding policies and procedures are effective and support your school to deliver a robust whole school
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children' (2018)
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the local authority (LA) as part of the inter-agency safeguarding procedures
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions
- Ensure that a member of the governing body is nominated to liaise with the (LA)and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher or another governor
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct

- Appoint a member of staff from the Senior Leadership Team (SLT) to the role of Designated Safeguarding Lead (DSL) as an explicit part of the role-holder's job description
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBT+, SEND etc.
- Guarantee that volunteers are appropriately supervised
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually
- Ensure that all governors receive safeguarding and child protection training updates, at least annually, and that new governors receive appropriate training as soon as they are in post
- Certify that there are procedures in place to handle allegations against members of staff or volunteers
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils
- Guarantee that there are systems in place for pupils to express their views and give feedback
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of Looked After Children (LAC) and ensure that this person has undergone appropriate training
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future

- Ensure that all members of the governing body have been subject to an enhanced DBS check
- Ensure that online safety is a running and interrelated theme to safeguarding and child protection

## 5.2 Designated Safeguarding Team

The Governing Body will ensure that the school has identified a Designated Safeguarding Lead and Designated Deputy Lead for safeguarding and child protection and that the Designated Safeguarding Lead and Designated Deputy Lead undertake the following responsibilities:

- to lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced,
- to identify the impact that these issues might be having on children's attendance, engagement and achievement at school or college
- to ensure all staff are familiar with school and London Borough of Barnet procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff
- to refer any allegation regarding a member of staff or an adult in the school to the LADO (Local Authority Designated Officer)
- organise whole school child protection training for all staff members regularly, and provide updates at least annually
- to ensure all staff receive training in the above, including staff who are temporary or start mid-year;
- to ensure all staff who miss the training receive this by other means e.g. by joining any other training courses
- to encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them
- to be responsible for coordinating action and liaising with school staff and support services over safeguarding and child protection issues
- to be aware of all children within the school who are the subject of a Child Protection Plan, Child in Need Plan or who are Looked After Children and ensure the child's social worker is informed if such children are subject of an exclusion from the school
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, to relevant staff.
- to ensure the school is represented at child protection case conferences, core group meetings and child in need meetings and that written reports are provided as required
- to follow as appropriate recommendations made by Local Safeguarding Partnerships – formally known as the Local Safeguarding Children Board (LSCB)
- to refer all cases of suspected abuse to children's social care services, MASH (the Multi Agency Safeguarding Hub) the DBS, and the police in cases where a crime has been committed
- to refer cases of radicalisation to MASH for consideration of a referral to the Channel Panel
- to be aware of new legislation, guidance, policy and procedures in the area of safeguarding and child protection
- to disseminate relevant information between agencies to the appropriate staff, e.g. relevant teachers and support staff

- if there are delays in the criminal process, to work closely with the police (and other agencies as required) whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s)
- to maintain accurate and secure child protection records and send on to new schools (where relevant)
- review the Safeguarding and Child Protection Policy and procedures annually and liaise with the governing body to update and implement them
- monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concern files (a minimum of once a year)
- provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans
- take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.
- to liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
- seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place

### 5.3 Members of staff

All staff have a responsibility to identify and report suspected abuse and to ensure the safety and wellbeing of the pupils in their school. In doing so they should seek advice and support as necessary from the Designated Safeguarding Lead(s) and other safeguarding officers.

Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour.

All staff are expected to:

- be able to identify signs and symptoms of mental and physical abuse including specific safeguarding issues outlined in Keeping Children Safe in Education 2020 e.g. Radicalisation in line with the Prevent Duty 2015, Children Missing from Education, Child Sexual Exploitation, Female Genital Mutilation in line with the mandatory reporting of concerns from October 2015 (see appendices)
- report concerns (including concerns about other staff/professionals) to the Designated Senior Teacher or other senior staff members as appropriate
- use CPOMS to record safeguarding or child protection incident
- be aware of the relevant local procedures and guidelines
- monitor and report as required on the welfare, attendance and progress of all pupils
- keep clear, dated, factual and confidential records of child protection concerns
- respond appropriately to disclosures from children and young people (stay calm, reassure without making unrealistic promises, listen, avoid leading questions, avoid being judgemental and keep records)



- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them
- understand that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead

## **6. Implementation**

The school recognises that because of the day-to-day contact with children, staff are well placed to observe the outward signs of abuse. The school will therefore:

- establish and maintain a safe environment where children feel secure, are encouraged to talk, and are listened to
- let children know that there are adults in the school whom they can approach if they are worried.

### 6.1 Working remotely

~~The school maintains responsibility for the safeguarding of all children if we need to adopt to working remotely. In this scenario, this policy should be read alongside our Safeguarding addendum which is based on the guidance circulated in covid19 safeguarding in schools and colleges and other providers. <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>~~

### 6.2 Curriculum

The Governing Body believes that the school curriculum is important in the protection of children. They will aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE and citizenship curriculum):

- to develop pupil self-esteem
- to develop communication skills
- to inform about all aspects of risk
- to develop strategies for self-protection
- to develop a sense of the boundaries between appropriate and inappropriate behaviour in adults
- to develop non-abusive behaviour between pupils.

### 6.3 Relationships Education, Relationships and Sex Education – RSE

RSE is taught in the summer term and the new programme will commence Summer 2021. As part of the new expectations, there is a clear focus on safeguarding linked to KCSIE 2020 and SEND 2014 onwards including preventing and tackling bullying, behaviour and discrimination in school and supporting mental health. As part of our RSE policy, there will be clear lines of communication between adults to ensure all children but particularly those who are vulnerable or with a particular protected characteristic are supported.

## 6.4 Raising a concern

### 6.4.1 Categories and signs of abuse

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family, institutional or community setting; by those known to them or, more rarely by a stranger. The four main categories of abuse and neglect are:

- **physical abuse** - causing physical harm to a child
- **emotional abuse** - making a child always feel they are worthless, unloved or inadequate or always having inappropriate expectations of them
- **sexual abuse** - making a child or young person take part in sexual activities. The activities may involve physical contact or allowing them to see pornographic material, or inappropriate discussions about sex
- **neglect** - failing to provide adequate food, shelter and clothing, or neglect of, or unresponsiveness to a child's basic emotional needs.

All staff should be alert to the signs of abuse and neglect and should be concerned about a child if s/he:

- is being contacted by someone using communication technologies (such as social networking sites) to make inappropriate contact with them
- has any injury not typical of the bumps and scrapes normally associated with child injuries
- regularly has unexplained injuries
- frequently has injuries, even when reasonable explanations are given
- gives confused or conflicting explanations about how injuries were sustained
- is at risk of Female Genital Mutilation (FGM)
- is at risk of child sexual exploitation (CSE).
- exhibits significant changes in behaviour, performance or attitude
- indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age
- discloses an experience in which he/she may have been significantly harmed
- is unusually attention seeking or hyperactive
- has poor attention
- appears to be frightened of parents or family members
- exhibits an abnormal attachment with their parent
- attaches themselves indiscriminately to adults
- is hyper alert
- exhibits reduced response
- has nightmares
- is anxious/irritable
- has abdominal pain/headaches
- has poor self esteem
- acts in inappropriate way for their age
- self-harms or has an eating disorder
- makes frequent visits to the toilet/has pain when urinating/has urinary infection
- reluctantly changes for PE

- fails to thrive
- has poor hygiene
- frequently has skin infections/head lice
- has untreated health and dental issues
- frequent absence from school/repeated lateness
- goes missing.

#### 6.4.2 Procedures for all staff

Should a member of staff see signs which cause concern, or should a child tell, draw or write about incidents that give cause for concern, they should:

- allow the child to talk freely-ask only open questions e.g. "Tell me more about...." Do not press for detail, put forward your own ideas or use words that the child has not used themselves
- allow the pace to be dictated by the pupil
- not press for information nor lead the child, as well-intentioned questions could prejudice further investigations
- listen to what is being said without displaying shock or disbelief
- accept what is being said but do not apportion blame
- stay calm and reassuring
- never give any indication that you disbelieve what is being said to you
- never criticize the perpetrator; this may be someone they love
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- explain what has to be done next and who has to be told
- not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help – it might be necessary to refer to the case to Children's Services
- make a record on CPOMS as soon as possible after the conversation with details of the time, date, place, people present, any noticeable non-verbal behaviour and the words used by the child, a diagram of any injury and a description of events. Referral forms are available in class information folders and on the shared area in the child protection folder and should be signed and dated. All members of staff will have access to and an account for CPOMS to record incidents.
- pass the information to a member of the Safeguarding team without delay
- not discuss suspicions with the parent or anyone else until the concerns have been discussed with a member of the Designated Safeguarding team.
- MTS staff will record their concern using the alert paper system. Information will be transferred to CPOMS

#### 6.4.3 Procedures for the Designated Safeguarding team

- The member of the Designated Safeguarding team to whom the disclosure has been referred will establish details of the child's full name and their date of birth. They will check the school's safeguarding records for any previous incidents.
- The team member will consider the report and, if necessary, seek to clarify any anomalies. In seeking to clarify events, they should consider the feelings of the child, treating the child with tact

and sympathy. Any questions must be phrased appropriately, e.g. "tell me what happened" and should not be leading in any way.

- When an allegation or disclosure is made, there should be an urgent initial consideration by the officer as to whether there is sufficient substance to seek advice from the Multi Agency Safeguarding Hub (MASH) on **020 8359 4066**<sup>1</sup> or the appropriate local authority safeguarding team. When advice is sought, a note should be made of the time, date and person spoken to, as well as noting any advice given.

**Staff should be mindful of the confidential nature of issues at all times. However, should a child confide with a member of staff and request the information is kept secret, the member of staff should sensitively tell the child of the responsibility to refer cases to appropriate agencies for the child's own protection. Staff who receive information about children and their families in the course of their work should share information only within professional contexts.**

#### 6.5 Allegations<sup>2</sup> involving a member of staff excluding the headteacher

1. Should there be an allegation against a member of staff, including supply staff and volunteers, the matter should immediately be referred to the head teacher (the DSL), or in her absence the deputy headteacher. If the disclosure has come from a pupil, it must be recorded by the member of staff to whom the disclosure was made, in the pupil's own words, but the member of staff should refrain from asking questions.
2. The headteacher should immediately inform the Local Authority Designated Officer (LADO) via the Multi Agency Safeguarding Hub (MASH) by telephoning 020 8359 4066). No internal investigation should be carried out at this stage, until advised by the LADO. Should the matter be referred to the police, social services department or NSPCC, suspension should be formally considered. Suspension, without prejudice, will be undertaken to protect all involved persons and safeguard the enquiry.
3. The headteacher must not make any investigation as to the member of staff's conduct until the allegation has been considered by the LA officer and police. However, disciplinary action can take place whilst other investigations are ongoing. The fact another body is investigating/has investigated an incident does not (in itself) prevent the school from coming to its own conclusion about what happened and impose a penalty accordingly. This should be considered on a case-by-case basis. Should the allegation not require formal disciplinary action, the head teacher should institute appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.
4. Where further investigation is required to inform consideration of disciplinary action the head teacher will discuss the allegation with the LA officer who will make a report within 10 working days.

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<sup>1</sup> NB All staff working with children have a duty to report any concerns they have which may suggest a child has been or is likely to be harmed. Once sufficient information is available to raise such a concern with MASH, then no investigation may take place except by the appropriate agency.

<sup>2</sup> Allegations that might indicate that a person is unsuitable to work with young children, e.g. behaved in a way that has, or may have, harmed a child, possibly committed a criminal offence against or related to a child, behaved towards a child, or children, in a way that suggests indicates he or she may pose a risk of harm to children or may be unsuitable to work with children.

5. On receipt of the report from the LADO, the headteacher and chair of governors should consult with the LA and decide whether a disciplinary hearing is necessary within two working days. If a hearing is needed it should be held within 15 working days.
6. If on conclusion of the case the school ceases to use the person's services, or the person ceases to provide his/her services, the school should consult with the LA about whether a referral to DfE is required. If a referral is appropriate the report should be made within one month.

Additionally, staff will be aware of 'low-level' concerns: behaviour towards a child does not meet the threshold of harm but is not 'insignificant'. These concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure. These behaviours would be inconsistent with the staff code of conduct, including but not limited to:

- inappropriate conduct outside of work;
- 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.

The school will ensure that staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour. This will include empowering staff to share any low-level safeguarding concerns with the designated safeguarding lead team or addressing unprofessional behaviour and supporting the individual to correct it at an early stage. The school will provide a responsive, sensitive and proportionate handling of such concerns when they are raised and identify any weakness in the school safeguarding system.

#### 6.6 Allegations<sup>3</sup> against an adult provided by an employment agency or business

Allegations can be made against staff who are working via an agency or external company. In this case, the school retains the lead responsibility for investigating. Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The allegations management meeting which is often arranged by the LADO will address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation. The school will inform agencies of our process for managing allegations including inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about policies.

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<sup>3</sup> Allegations that might indicate that a person is unsuitable to work with young children, e.g. behaved in a way that has, or may have, harmed a child, possibly committed a criminal offence against or related to a child, behaved towards a child, or children in a way that suggests s/he is unsuitable to work with children.

## 6.7 Allegations<sup>4</sup> involving the headteacher

Should the allegation be made against the headteacher, the Chair of Governors should be notified. There should be no delay in reporting. Procedures 1 to 6 above should be carried out by the Chair of Governors.

## **7. Contextual safeguarding**

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to MASH.

## **8. Early Help**

Most parents can look after their children without the need of help other than from their family or friends however, some parents may need additional help. Providing help early is more effective in promoting the welfare of children than reacting later. Our School will work together with other agencies to provide a coordinated offer of early help, in line with Working Together to Safeguard Children 2018, to any child who needs it. We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them.

We will work closely with early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:

- have SEND (whether or not they have a statutory Education and Healthcare plan)
- are young carers
- show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- are frequently missing/going missing from care or from home
- misuse drugs or alcohol
- are at risk of modern slavery, trafficking or exploitation
- are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse
- are returned home to their family from care
- show early signs of abuse and/or neglect

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<sup>4</sup> Allegations that might indicate that a person is unsuitable to work with young children, e.g. behaved in a way that has, or may have, harmed a child, possibly committed a criminal offence against or related to a child, behaved towards a child, or children in a way that suggests s/he is unsuitable to work with children.

- are at risk of being radicalised or exploited
- are privately fostered.

Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation. All staff will be made aware of the local early help process and understand their role in it. The DSL May take the lead where early help is appropriate. Referrals will be discussed within Barnet's 0 – 19 Early Help Hubs and a Lead appointed.

## **9. Appointment of staff** (see also Safer Recruitment Policy)

The Governing Body is committed to adhering to the principle of safer recruitment when appointing staff taking account of the Department of Education Statutory Guidance 'Keeping Children Safe in Education' 2020 and will observe the following safeguards.

- Safer recruitment procedures set out in part 3 of KCSIE will be followed.
- Documentation sent out to potential candidates will make it clear that safeguarding and child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed.
- Agencies and third parties supplying staff provide evidence that they have made the appropriate level of safeguarding checks on individuals working in the school.
- Any agency worker presenting for work is the same person on whom the checks have been made.
- Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- At least one member of every interview panel has completed Safer Recruitment training All references will be taken up and verified by telephoning referees.
- A reference will always be obtained from the last employer.
- An online search on shortlisted candidates will be carried out to help identify any issues that are publicly available online
- At interview candidates will be asked to account for any gaps in their career/employment history
- Candidates will be made aware that all staff are subject to an enhanced DBS check;
- Evidence of relevant checks will be recorded and stored in a single, central location, easily accessible when appropriate and necessary;
- The school will maintain an accurate Single Central Record for all staff and adults in the school.
- Where relevant through performance management or other staff discussions, the school will create the right culture and environment so that staff feel comfortable, where it's appropriate, to discuss matters outside of work, which may have implications for the safeguarding of children in the workplace.

## **10. Staff contact with pupils**

As adults in positions of trust and in order to minimise the risk of accusations being made against staff, as a result of their daily contact with pupils, all school staff will adhere to the school's expectations regarding professional conduct. The use of control and physical restraint is last resort and should only be considered in exceptional circumstances to keep the child/young person safe and /or those

around them safe and will only be undertaken by staff trained to do so. A record will be made and parents informed. Staff should familiarise themselves with the DFE Guidance regarding reasonable force.

### **11. Staff training and support**

- The Governing Body recognises the importance of child protection training for Designated Safeguarding Lead, Deputy Leads and for all other school staff who have contact with children. The designated Governor for safeguarding and child protection will have specific training in their role, available from the Local Authority.
- The Governing Body expects the Head Teacher and Designated Safeguarding Lead to ensure that all school staff, including support and ancillary staff, receive training in child protection and that new staff are made aware of school policy, procedures and guidelines when they join the school and receive annual training thereafter in line with best practice.
- The Head Teacher is also expected to ensure that all staff receive regular support in respect of child protection work and know which senior member of staff to refer to for advice in the absence of the Designated Safeguarding Lead.
- The Governing Body recognises its own responsibilities to ensure the school has sufficient resources to effectively deliver its safeguarding responsibilities to the highest standard and to request information as part of the Head Teacher's report regarding the safeguarding practice of the school so any identified gaps are remedied in a timely way.

### **12. Contractors, services and activity providers and work placement providers**

- The school ensures that contractors and providers are aware of the school's Safeguarding and Child Protection Policy and procedures. The school requires that employees and volunteers provided by these organisations follow the school's procedures to report concerns.
- The school seeks assurances that employees and volunteers provided by these organisations who are working with children have been subject to the appropriate level of safeguarding checks in line with **Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2020**. If assurance is not obtained, permission to work with children or use the school premises may be refused.
- When the school commissions services from other organisations, it ensures that compliance with all relevant policies and procedures is a contractual requirement.
- 

### **13. Whistleblowing and complaints**

- The school recognises that children cannot be expected to raise concerns in an environment where staff members fail to do so. We will ensure that all staff members are 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. If necessary they will speak with the DSL, Head Teacher, the Chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline 0800 028 0285.
- The school has a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.



- The school actively seeks the views of children, parents, carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

#### **14. Site security**

All staff members have a responsibility for reporting concerns that may come to light and ensure our buildings and grounds are secure. We check the identity and, if relevant, DBS of all visitors and volunteers coming into our school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

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

#### **15. Quality assurance**

We will ensure that Systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL. The (SLT) and the Governing Body will ensure that action will be taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

#### **16. Confidentiality**

If a member of the community makes a disclosure, staff should not promise confidentiality as it might be in the victim's best interest to seek advice and guidance. Therefore, if a victim asks the school not to tell anyone, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies. Consequently, the DSL will have to balance the victim's wishes against their duty to protect the victim and other children. The DSL should consider that:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police.

Staff may have access to confidential information about pupils in order to undertake their everyday responsibilities. In some circumstances staff may be given highly sensitive or private information. However, the school will do what it reasonably can to protect the anonymity of any children. They should never use confidential or personal information about a pupil or his/her family for their own, or others' advantage (including that of partners, friends, relatives or other schools/services). Information must never be used to intimidate, humiliate, or embarrass the pupil.

Confidential information about a child or young person should never be used casually in conversation or shared with any person other than on a need-to-know basis. In circumstances where the child's identity does not need to be disclosed the information should be used anonymously.

There are some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay, but only to those with designated child protection responsibilities.

If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a member of the safeguarding team. Any media or legal enquiries should be passed to the headteacher.

The procedures for storing and processing of personal information about pupils is outlined in the school's GDPR Policy.

Reports to the Governing Body will not identify individual children.

The school will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children. This will include when problems are first emerging, or where a child is already known to the local authority children's social care.

## **17. Record keeping, reporting and CPOMS**

The school maintains high quality records using CPOMS to monitor Safeguarding, wellbeing and all pastoral issues. These records separate fact, allegation, hearsay and opinion and which clearly indicate decisions and action taken. These records may in some cases be required in court proceedings.

Consequently, all concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on CPOMS. Information will be kept confidential and stored securely. Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome

Through CPOMS, the school shares and withholds personal information, as provided for in the Data Protection Act 2018 and the GDPR.

The school assists the Multi-Agency Safeguarding Hub (MASH) by providing information to contribute to child protection enquiries and for child protection case conferences as required.

## **18. Monitoring pupils on a child protection plan**

The Governing Body expects the Head Teacher and Designated Safeguarding Lead to ensure that teachers monitor closely the welfare, progress and attendance of all pupils. Relevant and pertinent information relating to children either subject to a Child Protection Plan or deemed Children in Need will be provided in a timely fashion to all relevant Multiagency Safeguarding Hubs (MASH).

## **19. Communicating this Policy to parents and pupils**

The Governing Body expect parents and pupils to be informed that the school has a Safeguarding and Child Protection Policy and is required to follow the Local Safeguarding Partnership Guidelines for reporting suspected abuse to the Multi-Agency Safeguarding Hub (MASH). The 3 safeguarding partners are Barnet Local Authority, Clinical commissioning group within Barnet and Barnet Chief Office of police.

Pupils and parents should know how the school's child protection system works and with whom they can discuss any concerns. They should also be made aware of local or national telephone help lines.

## **20. Reporting to Governors**

An annual update will be provided to the Governors which will outline the child protection and safeguarding work we have undertaken during the year. Termly updates will be given as appropriate. Names of children will not be shared. Included in the report will be details of:

- the names of members of staff with designated child protection responsibilities
- confirmation that all new staff and volunteers have been recruited safely and that a record of all staff vetting checks is up-to-date and complete
- the training that has been undertaken by the designated staff
- the training that has been undertaken by all other staff and volunteers (working with children)
- details of any incidents when physical restraint of pupils has been used.
- details of safeguarding and child protection issues included in the curriculum.
- confirmation that all child protection records are stored securely and where appropriate have been transferred to another school.
- details of the safety of the school site and the access given to visitors.
- confirmation that all school lettings have been agreed with consideration given to the safeguarding of children.
- numbers of child protection referrals made to Children's Services.
- details of child protection conferences or meetings attended regarding children (names of children are not shared).
- numbers of children who are, or have been, subject to a Child Protection Plan (CP), Child in Need Plan (C.I.N) and Common Assessment Framework (CAF).

## **21. Monitoring and evaluating effectiveness of school's policy**

The governors require the Head Teacher to report to them annually on the effectiveness of the school's child protection policy and on associated issues in the school over the preceding year.

## **22. Related policies and procedures**

This Safeguarding and Child Protection Policy should be read in conjunction with other relevant school policies:

- Anti – Bullying Policy
- Attendance Policy

- Behaviour and Relationship Policy
- Complaints procedure
- Online Safety Policy
- Health and Safety Policy and other linked policies and risk assessments.
- Educational Visits Policy and risk assessments.
- Safer Recruitment Policy
- PSHE, Sex and Relationship Education Policy (RSE – Summer 2021)
- Inclusion Policy
- Staff Code of Conduct
- GDPR Policy

The Policy should also be read in conjunction with the following guidance:

- Department for Education Statutory Guidance 'Keeping Children Safe in Education' 2020  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>  
 Annex A for further information on: Children Missing in Education, Child Sexual Exploitation, So called 'Honour Based' Abuse, FGM and PREVENT, Children and the court system, Children with family members in prison, Child criminal exploitation: county lines, Domestic abuse, Homelessness, Preventing radicalization, Peer on peer abuse, Serious violent crime, Sexual violence and sexual harassment between children in schools and colleges.
- Department for Education Statutory Guidance 'Use of Reasonable Force' July 2013.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)
- Safeguarding children and young people who may be affected by gang activity (HM Government 2010)
- Sexual violence and sexual harassment between children in schools and colleges
- NSPCC – When to Call the Police  
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### **23. Useful contacts**

Barnet Safeguarding Division, Building 4, North London Business Park, Oakleigh Road South, London, N11 1NP  
 Tel: 020 8359 4519  
 Web: <https://thebarnetscp.org.uk/bscp>

### **24. Legislative Framework**

- Children Act 1989

- Education Act 2002 (section 175)
- Education (Health Standards England) Regulations 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009, as amended
- Equality Act 2010
- Protection of Freedoms Act 2012
- The Education (School Teachers 'Appraisal) (England) Regulations 2012(as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- Human Rights Act 1998
- Public Sector Equality Duty

## **25. Statutory Guidance**

- DfE (2015) What to do if you are worried about a child being abused
- DfE (2018) Information sharing advice for safeguarding practitioners DfE (2018) Working Together to Safeguard Children
- DfE (2018) Working Together to Safeguard Children
- DfE (2015) "The Prevent duty": Departmental advice for schools and childcare providers
- DfE (2020) Keeping Children Safe in Education
- DfE (2018) Disqualification under the Childcare Act 2018

## Appendix A – Child Protection Flow Chart

Flow chart to raise concerns about a child:

	<ol style="list-style-type: none"> <li>1. Concern added to CPOMS</li> <li>2. Member of SLT receives referral and acknowledges</li> <li>3. If relevant, it is passed onto member of Safeguarding Team</li> <li>4. Member of Safeguarding Team reviews concern and decides next steps: monitor, discuss/investigate or refer</li> </ol>	
<p style="text-align: center;"><b>Monitor</b></p> <p>Relevant staff are asked to monitor child and feedback to Safeguarding Team</p>	<p style="text-align: center;"><b>Discuss/Investigate</b></p> <p>Decision made to discuss or investigate further. This may include other children, parents, staff, and/or MASH. Once discussed/investigated, a decision is made on next steps including monitoring or referral.</p>	<p style="text-align: center;"><b>Refer</b></p> <p>MASH referral made.</p>

## Appendix B – CPOMS

To record a concern, use [www.barnfieldpri.cpoms.net](http://www.barnfieldpri.cpoms.net)

When logged in, click 'Add Incident'



On the 'Add Incident' page, ensure that you complete all relevant information.

The image shows the 'Add Incident' form. It includes a 'Student' dropdown menu with the placeholder text 'Begin typing a student's name'. Below it is a 'Linked student(s)' dropdown menu with the same placeholder text and a sub-label 'Type a student's name to link them to this incident.'. The 'Incident' section features a large text area for the description. At the bottom, there is a 'Categories' section with several checkboxes: 'Against Adult', 'Cause for Concern', 'Child Contact', 'Child on child', 'Child Protection', 'Contact with External Agency', 'Medical Issues', 'Observation', 'Parental Contact', 'Safeguarding', 'SEND', and 'Team Teach Incident'. A 'Back' button is located in the top right corner of the form.

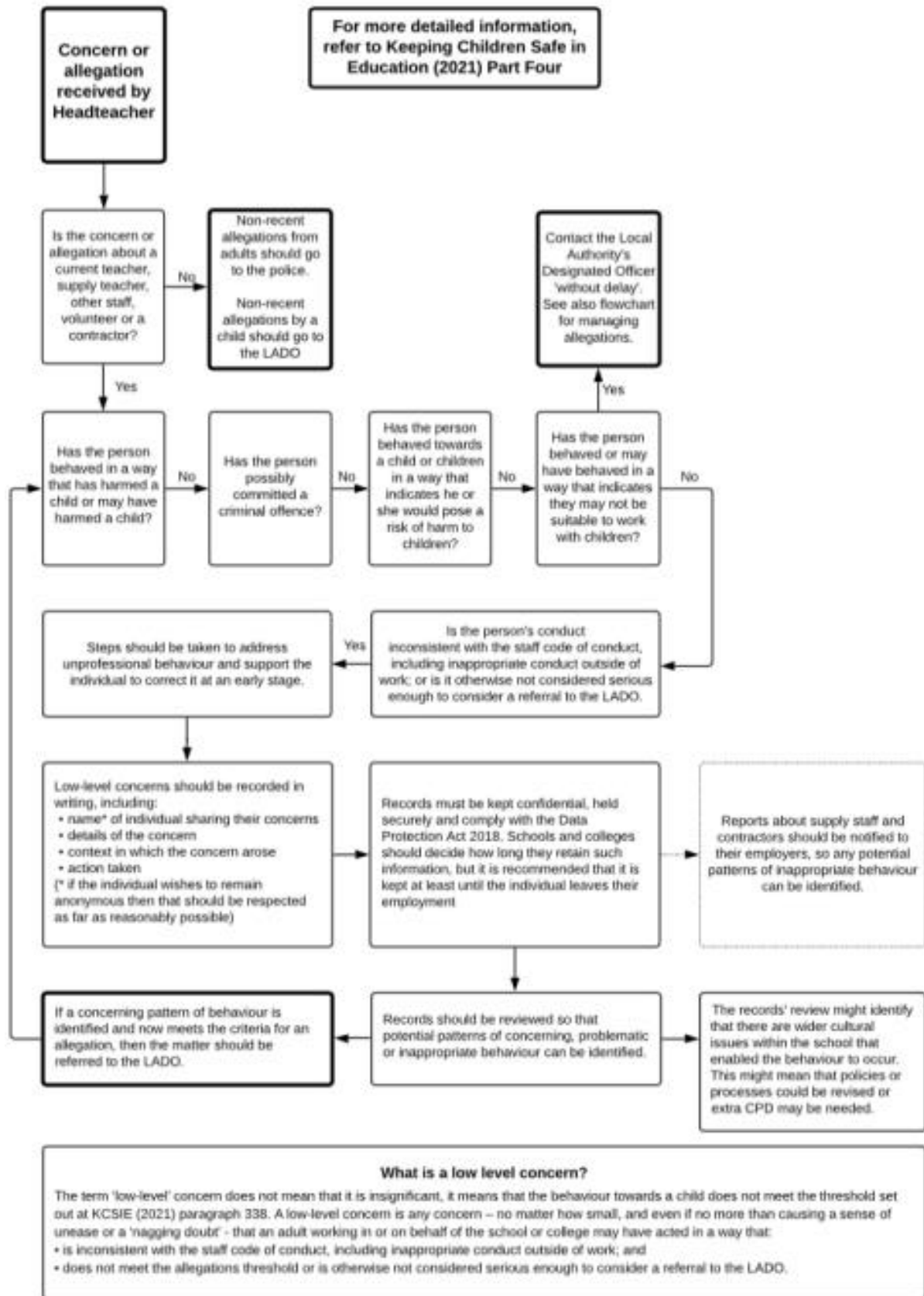
For its effective use, please use the following guidance:

- Use a child's first name in the description of the incident
- The child who committed the incident should be the main child: anyone else should be a linked student
- The incident description should be succinct, factual and in chronological order
- Every incident must have been actioned by the member of staff completing the incident. From the dropdown box, these might include:
  - Spoke to child
  - Spoke to parent
  - Classroom duty given
  - Reflection needed
  - Continuing to monitor
- If this hasn't been carried out, SLT will request that you do one of these first.
- In the section 'Action Required By SLT', you can request how SLT might follow up. This includes:
  - No action
  - Reflection required
  - Further investigation
  - Talk to family

- 'Reflection' is defined as the child meeting a member of SLT during lunchtime to discuss the incident and what steps can be taken to prevent it occurring again. This should be requested if it is needed.
- 'Team Teach Incident' refers to any physical restraint used by a member of staff. The headteacher will then add this to the incident book and online log.



## Appendix C – Managing Low Level Concerns



## Appendix D – Dealing with Disclosures

When a student declares any information, which calls into question their safety and well-being, it is important that staff respond appropriately. Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused:

- Avoid denial. Respect the child by listening to what he/she has to say and taking it seriously.
- Provide a safe environment. Make sure the setting is confidential and comfortable.
- Avoid communicating with shock, horror, or fear about anything said, even though what you are hearing is likely to be shocking and horrifying.
- Be supportive, not judgmental. Reassure the child that he/she did nothing wrong and that you believe him/her.
- Be an active listener and don't make assumptions. Maintain eye contact, nod and keep an open posture.
- Let the child use language they are comfortable with.
- Do not interrogate. Do not ask leading questions that could compromise further enquiry by the police. Questions should establish key facts for information sharing: "Where did it happen?"/ "Who did it?"/ "How do you know them?" (If the relationship of the abuser is unclear).
- Do not promise complete confidentiality. Members of staff may wish to say the following: "I cannot promise to not tell anyone, but I will only tell the people whom I need to. Your parents will not be contacted unless they need to be and you will be spoken to about this before it happens".
- It may be helpful to write down exact quotes of what the child said.
- Have an understanding about abuse and neglect. Know the four kinds of child abuse: physical, emotional, sexual, and neglect.
- Add to CPOMS or tell a member of Safeguarding Team if there is an urgency.
- Be aware that you may be affected by the disclosure and you may wish to consult the DSL about self-care.

## Appendix E – Indicators of Abuse

The listed signals of abuse give a broad range of 'indication'.

A student will often show one or more of the 'signs' and not be at risk. If you have concerns about any child follow our procedures of referral informing the designated teacher as quickly as possible.

Signs of Physical Abuse	Signs of Neglect
<ul style="list-style-type: none"> <li>• Absenteeism</li> <li>• Unexplained injuries or burns, particularly if they are recurrent</li> <li>• Improbable excuses given to explain injuries</li> <li>• Refusal to discuss injuries</li> <li>• Untreated injuries</li> <li>• Admission of punishment which appears excessive</li> <li>• Bald patches</li> <li>• Withdrawal from physical contact</li> <li>• Arms and legs kept covered in hot weather</li> <li>• Fear of returning home</li> <li>• Fear of medical help</li> <li>• Self-destructive tendencies</li> <li>• Aggression towards others</li> <li>• Running away</li> </ul>	<ul style="list-style-type: none"> <li>• Constant hunger</li> <li>• Poor personal hygiene</li> <li>• Constant tiredness</li> <li>• Poor state of clothing</li> <li>• Frequent lateness or non-attendance at school</li> <li>• Untreated medical problems</li> <li>• Destructive tendencies</li> <li>• Low self-esteem</li> <li>• Poor social relationships</li> <li>• Running away</li> <li>• Compulsive stealing</li> </ul>
Signs of Emotional Abuse	Signs of Sexual Abuse
<ul style="list-style-type: none"> <li>• Physical, mental and emotional development behind the 'average' for a year group</li> <li>• Admission of punishment which appears excessive</li> <li>• Over-reaction to mistakes</li> <li>• Continual self-criticism</li> <li>• Sudden speech disorders (stammer, etc)</li> <li>• Fear of new situations</li> <li>• Inappropriate behaviour (eg rocking, hair twisting, thumb sucking)</li> <li>• Inappropriate emotional responses to painful situations</li> <li>• Self-mutilation</li> <li>• Fear of parents being contacted</li> <li>• Extremes of passivity or aggression (ie under or over-reaction to things)</li> <li>• Drug, solvent abuse</li> <li>• Running away</li> <li>• Compulsive stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Sudden changes in behaviour or school performance</li> <li>• Displays of affection in a sexual way/manner inappropriate to age</li> <li>• Tendency to cling or need reassurance</li> <li>• Tendency to cry easily</li> <li>• Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby</li> <li>• Complaints of genital itching or pain</li> <li>• Distrust of a familiar adult, or anxiety about being left with a relative, a babysitter or lodger</li> <li>• Unexplained gifts or money</li> <li>• Depression and withdrawal</li> <li>• Apparent secrecy</li> <li>• Wetting, day or night</li> <li>• Sleep disturbances or nightmares</li> <li>• Chronic illness, especially throat infections and venereal diseases</li> <li>• Anorexia or bulimia</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Fear of undressing, eg for sport</li></ul> |
|--|--|

## Appendix F - Other Child Protection and Safeguarding Concerns

### i. Mental Health

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

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

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

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

Further information can be found in Mental Health and Behaviour in School

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

### ii. Female Genital Mutilation (FGM)

Since the Female Genital Mutilation Act 2003, it is an offence to subject a girl or woman to FGM in the UK; to assist a girl to perform FGM on herself; for UK nationals or permanent residents to perform FGM abroad; or to assist anyone to perform FGM abroad. FGM includes any mutilation of a female's genitals, including the partial or total removal of the external genitalia for so-called cultural or other non-medical reasons. FGM is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. FGM is illegal and is a child protection issue.

FGM can be practiced at any age; however, the majority of cases take place between the ages of 5 and 8 years old. It is estimated that in the UK there are approximately 20,000 girls under the age of 15 at risk of FGM each year. People from African countries as well as parts of the Middle East and Asia are more likely to practice FGM than other communities. Whilst not all people from these regions will practice FGM, and indeed there are many people in these communities in the UK who are working to eradicate this harmful and abusive practice, professionals should be aware of this issue for girls from these regions. It should also be remembered that FGM is not practised for any religious reasons and indeed it is known to pre-date the religions within which FGM is prevalent.

Safeguarding girls at risk of harm through FGM poses specific challenges because the families involved may give no other cause for concern with regard to their parenting responsibilities or relationships with their children. However, there remains a duty for all professionals to act to safeguard girls at risk of FGM under Working Together to Safeguard Children (updated 2018). Anyone who has

information that a child is potentially or actually at risk of significant harm should inform social care or the police. The London FGM procedures state that “any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family”.

The local authority will make enquiries to safeguard a girl's welfare under section 47 of the Children Act 1989 if it has reason to believe that a girl is likely to be subjected to, or has been subjected to, FGM. For further information see the London Safeguarding Children Board FGM resource pack and procedures here: <http://www.londonscb.gov.uk/fgm/>. Professionals also have a responsibility to ensure that individuals, families and communities know that FGM is illegal and that agencies are actively tackling FGM and supporting communities not to practice it. This knowledge alone may deter families from having FGM performed on their children, and safeguard girls and women from harm.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- the socio-economic position of the family and their level of integration into UK society
- any girl with a mother or sister who has been subjected to FGM
- any girl withdrawn from PSHE.

Indicators that may show FGM could take place soon include the following:

- a girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- a female family elder is visiting from a country of origin
- a girl or a family member may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- a girl, or a family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent.

Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- difficulty walking, sitting or standing
- spending longer than normal in the bathroom or toilet
- spending long periods of time away from a classroom during the day with bladder or menstrual problems
- prolonged or repeated absences from school followed by withdrawal or depression
- reluctance to undergo normal medical examinations
- asking for help, but not being explicit about the problem due to embarrassment or fear.

Staff will not examine pupils, and so it is rare that they will see any visual evidence, but they are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action. Teaching staff must call the Police on 999 if you have concerns that a child is at immediate risk of harm (such as a girl telling you that FGM is occurring that evening/the next day etc.). For advice from the Police contact the Metropolitan Police, Child Abuse Investigation Command, Project Azure (020 7161 2888). Contact the NSPCC FGM Helpline on 0800 028 3550 or email them [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing. All forms of HBV are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBV, including concerns that a child is at risk of HBV, or has already suffered from HBV, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in 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, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;

- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and other school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. Schools and Colleges will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children going missing for periods of time or regularly going home late
- children displaying inappropriate sexualised behaviour.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child trafficking is child abuse. Children are recruited, moved or transported and then exploited, forced to work or sold. Children are trafficked for:

- sexual abuse
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture



- criminal activity such as pick pocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs, bag theft.

Many children are trafficked into the UK from abroad, but children can also be trafficked from one part of the UK to another.

#### **iv. Child-on-Child abuse**

Child-on-child abuse can manifest itself in many ways and different gender issues can be prevalent. This may be taking place even if not reported. This form of abuse includes sexual harassment and sexual abuse, bullying, cyber bullying, up skirting and abuse within intimate partner relationships. At Barnfield Primary School, there is a zero tolerance approach to sexual violence and sexual harassment.

Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse, child-on-child exploitation, serious youth violence, sexual bullying or harmful sexual behaviour (HSB). It is recognised that HSB can occur online and/or face-to-face, and children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support. Furthermore, children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their need

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned
- whether the perpetrator has repeatedly tried to harm one or more other children
- whether there are concerns about the intention of the alleged perpetrator.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the school:

- provides a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe
- has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- has robust risk assessments where appropriate
- has relevant policies in place (e.g. Relationships and Behaviour Policy)
- reflect on environmental or systematic problems that might contribute

#### **v. Upskirting**

Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

#### **vi. Homelessness**

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include the following:

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour
- any mention of a family moving home because “they have to”.

#### **vii. County lines criminal activity**

“County lines criminal activity” refers to drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban areas, rural areas and market and seaside towns. Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL. The DSL will consider referral to the National Referral Mechanism on a case-by-case basis. Indicators that a pupil may be involved in county lines activity include the following:

- persistently going missing or being found out of their usual area
- unexplained acquisition of money, clothes or mobile phones
- excessive receipt of texts or phone calls
- relationships with controlling or older individuals or groups
- leaving home without explanation
- evidence of physical injury or assault that cannot be explained
- carrying weapons
- sudden decline in school results
- becoming isolated from peers or social networks
- self-harm or significant changes in mental state
- parental reports of concern.

#### **viii. Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘Are you a young person with a family member in prison’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

#### **ix. Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Primary school pupils will also be provided with the booklet ‘Going to Court’ from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

#### **x. Extremism and preventing radicalisation**

**The school recognises that everyone is responsible for challenging extremism.**

This is about:

- safeguarding children, protecting them from those who seek to exploit them and giving them the opportunity to fulfil their potential in life
- challenging intolerant extreme views which dehumanise others and can encourage violence
- protecting our society from hate-filled ideologies which can result in violence and even terrorism.

### 10.1 Children at risk

Most often this risk will be evident in changes to the child's behaviour, often by vocalising and repeating extreme viewpoints that the child has heard from others or by becoming withdrawn or refusing to take part in activities (see also 8.2.1)

There is no single profile but the following may have an impact on a child's vulnerability:

- the family displays evidence of any grievances: personal, family, social, political
- there is a lack of good and open relationships/confidantes whether in home, school or other
- there is a lack of exposure to alternative arguments.

### 10.2 Procedures

Should a child be identified as at risk from radicalisation, usual safeguarding procedures would apply. The school will also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk. The Prevent Coordinator for Barnet will also be informed. A discussion as to a referral to the Channel Programme will also be discussed.

### 10.3 Training

The Designated Safeguarding Lead and other members of the Safeguarding team have undertaken Prevent awareness training and are able to provide advice and support to staff on protecting children from the risk of radicalisation. Staff will receive training annually, as part of their child protection training, on their duty to identify children who are at risk of radicalisation that could lead to extreme violence or acts of terrorism, whether from their own family or outside influences.

## **xi. Children missing in education**

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions. The school has in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

The school informs the local authority of any pupil who fails to attend School regularly, or has been absent without the school's permission for a continuous period of 10 days or more, at intervals in line with the local authority's guidance.

If a child is absent for 3 days without any contact from their parent/carer and the school has been unable to contact the parent/carer, the school will report the child to the Child Missing in Education Team (CME).

**xii. Children with special educational needs and disabilities**

Children with SEND are three times more likely to be abused than their peers. Therefore, the Governing Body recognises that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils. However, more time will be spent considering extra pastoral support and attention along with ensuring any appropriate support for communication is in place. The DSL will work with the Inclusion Leader to identify pupils with particular communication needs and to ensure clear guidance is available for staff in relation to their responsibilities when working with children with intimate care needs.

**xiii. Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

The safeguarding team are responsible for ensuring the appropriate sharing of information about welfare, CP issues and safeguarding of children who have a social worker. The safeguarding team will work with teachers, leaders and other adults in school to promote educational outcomes, including maintaining a culture of high aspirations for this cohort.

'Improving the educational outcomes of Children in Need of help and protection' contains further information.

**xiv. Alternative provision**

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

**xv. Elective Home Education**

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school, family, LA and other key professionals will work together to ensure that the child's best interests have been considered. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

**xvi. Work experience**

When organising work experience, the school will ensure that policies and procedures are in place to protect children from harm.

The school will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

**xvii. Private fostering**

Where the school becomes aware of a pupil being privately fostered, it will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

**xviii. Domestic Violence**

Children who witness domestic abuse are also victims and witnessing domestic abuse can have a lasting impact on children and other members of the family. This can occur in their own intimate relationships. This abuse can be physical, sexual, financial, psychological, emotional and includes the ill treatment of others - for example, the impact of all forms of domestic abuse on children. Additionally, children can be victims, and perpetrators, in their own relationships too.

**xix. Mental health**

The school recognises that looking after our mental health is part of what we do. At times this can present as a Safeguarding issue. 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. Therefore, staff will use the same procedures and systems for mental health concerns as safeguarding concerns.

19.1 Support available to children with identified needs:

1. Adults in class manage pastoral support under guidance from the SLT. Assemblies are used to support all children with pastoral needs. Personal, Social, Health Education (PSHE) lessons start with a reflective moment and then enable pupils to develop understanding of themselves and others.
2. Children who present with an issue for which they may need individual support are referred to a counsellor through the Inclusion Leader.
3. Children who require specialist support are referred to the Children and Adolescent Mental Health Services (CAMHS). We also offer support to parents with identified needs through the FCS and Early Help services.

19.2 Support available to colleagues with identified needs:

Staff can self-refer to Health Assured for Counselling support on 0800 030 5182. If colleagues present as needing support the Head will refer to Occupational Health for support and advice.

**xx. Gang Activity**

The role of safeguarding and child protection in relation to gangs should be both preventative and responsive – responding to the needs of those young people who are involved in gangs and at risk of harm as well as addressing the risk factors of other young people being drawn into gangs in the future.

Children particularly vulnerable to suffering harm in the gang context are those who are:

- not involved in gangs, but live in an area where gangs are active, which can have a negative impact on their ability to be safe, healthy, enjoy and achieve, make a positive contribution and achieve economic well-being
- not involved in gangs, but at risk of becoming victims of gangs
- not involved in gangs but at risk of becoming drawn in, for example, siblings or children of known gang members
- gang-involved and at risk of harm through their gang-related activities (e.g. drug supply, weapon use, sexual exploitation and risk of attack from own or rival gang members).

Should a child be identified as at risk from gang related activities, usual safeguarding procedures would apply.

#### **xxi. Online Safety**

Safeguarding responsibilities extend to the 'on-line world' so that we can maximise the opportunities of digital technology and educate the children how use the internet and other digital technology safely and responsibly. The school uses high levels of filtering for all computers with which children work. Any technology related safeguarding incidents are recorded and monitored. School literature includes e-safety advice to parents and carers. Our Online Safety Policy is reviewed annually.

#### **xxii. Mobile phone and camera safety**

Staff will not use personal mobile phones or cameras when pupils are present. Staff may use mobile phones on school premises outside of working hours when no pupils are present. Staff may use mobile phones in the staffroom during breaks and non-contact time. Mobile phones will be safely stored and in silent mode whilst pupils are present. Staff will use their professional judgement in emergency situations. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present. Mobile devices will not be used to take images or videos of pupils or staff in any circumstances. The sending of inappropriate messages or images from mobile devices is strictly prohibited. Staff who do not adhere to this policy will face disciplinary action. The school will adhere to the terms of the Online Safety Policy at all times. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's GDPR Policy. Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of a pupil who is a LAC or who has been adopted, liaise with the pupil's social worker, carers or adoptive parents to assess the needs and risks associated with the pupil. Staff will report any concerns about another staff member's use of mobile phones to the DSL, following the procedures outlined in the Child Protection and Safeguarding Policy.

## **Appendix G – Terminology and Glossary**

### Terminology

'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim, or would want to be described that way. You should be prepared to use any term the child feels most comfortable with when managing an incident. Additionally, 'alleged perpetrator(s)' and 'perpetrator(s)' are widely used and recognised terms, but you should think carefully about what terminology you use (especially in front of children), as in some cases, abusive behaviour can be harmful to the perpetrator too. You should decide what's appropriate and which terms to use on a case-by-case basis

### Glossary

#### **Abuse and neglect**

These are forms of maltreatment of a child. May take many forms, including physical abuse, emotional abuse, sexual abuse or neglect or a combination of these.

#### **Cause for concern**

A reason to be worried about the health, development or welfare of a child and recognising that this cause may be preventable by seeking services for the child and/or their family.

#### **Child & Family Meetings**

Child & Family Meetings are arranged to provide a coordinated approach across all disciplines and agencies in order to meet the needs of children, young people and their families. They can be arranged by any practitioner working with children and their families. Child and Family Meetings are therefore not dependent on there being an assessment of need by Children's Social Care. However, they can arise out of that assessment of need.

#### **Child in Need**

A child is a Child in Need if:

- He/she is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision for him/her of services by a local authority;
- His/her health or development is likely to be significantly impaired, or further impaired, without the provision for him/her of such services; or
- He/she is disabled.

#### **Child protection**

Process of protecting individual children identified as having suffered, or at risk of, significant harm as a result of abuse or neglect.

#### **Child Protection Plan**

A detailed inter-agency plan setting out what must be done to protect a child from further harm, to promote the child's health and development and if it is in the best interests of the child, to support the family to promote the child's welfare.

## **Disability**

There are several definitions of disability. Some people are classified as 'disabled' for one purpose but not for another and this may affect access to services or benefits.

Disability is sometimes seen as belonging to the individual, so one definition is 'an aspect of the functioning of a person's body that has the effect of limiting their inclusion in society'. However, it can also be seen as belonging to society in which case a definition is 'a disadvantage or restriction on doing things that is the fault of society and the way it is run'.

## **Domestic Violence & Abuse**

Any violence or abuse between current or former partners in an intimate relationship, wherever and whenever violence occurs. The violence or abuse may include physical, sexual, emotional or financial abuse.

## **Early Help**

Ofsted define "Early Help" as: "Those children and young people at risk of harm (but who have not yet reached the "significant harm" threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating) identified by local authorities youth offending teams, probation trusts, police, adult social care, schools, primary, mental and acute health services, children's centres and all Local safeguarding Children Board partners including the voluntary sector where services are provided or commissioned".

## **Initial Assessment**

An initial assessment of the developmental needs of each child referred to Children's Social Care with a request for services to be provided. This should be undertaken within a maximum of seven working days of the initial referral, but could be very brief depending on the child's circumstances.

## **Inter-Agency**

The working together of those different agencies who provide services for children and their families.

## **Key worker**

The key worker is always a social worker from Children's Social Care and has specific duties in respect of implementing the Child Protection Plan. Each child who is the subject of a Child Protection Plan should have a named key worker.

## **Local Authority Designated Officer (LADO)**

Local authorities should have designated a particular officer, or team of officers (either as part of multi-agency arrangements or otherwise), to be involved in the management and oversight of allegations against people that work with children and vulnerable adults.



Local authorities should put in place arrangements to provide advice and guidance on how to deal with allegations against people who work with children and vulnerable adults to employers and voluntary organisations.

### **Lead Professional**

Appointing a lead professional is central to the effective front-line delivery of services for children with a range of additional needs. They take the lead to coordinate provision and act as a single point of contact for a child and their family when a range of services are involved and an integrated response is required.

When the role is delivered in the context of multi-agency assessment and planning, underpinned by the Levels of Need Framework or relevant specialist assessments, it ensures that professional involvement is rationalised, coordinated and achieves the intended outcomes.

### **Local Authority**

London Borough of Barnet

### **Multi-Agency Safeguarding Hub (MASH)**

The Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all professionals to report safeguarding concerns. It brings together multi-disciplinary professionals from different agencies (e.g. the police, social services etc.) to deal with all safeguarding concerns, where someone is concerned about the safety or well-being of a child. Within MASH, information is collated to assess risk and decide what action to take. As a result, the agencies will be able to act quickly, in a coordinated and consistent way, ensuring that vulnerable children and families are kept safe from harm. The MASH was established in response to various high-profile cases involving the apparent inability to effectively share important safeguarding information.

### **Parent**

This is a generic term that may include birth parents, step-parents and carers of children.

### **Parental Responsibility (PR)**

A legal term from section 3(1) of the Children Act 1989, meaning 'all the rights, duties, powers and authority which by law a parent of a child has in relation to the child and his property.'

Always held by the mother and also by a father where the parents are married. An unmarried father also acquires parental responsibility if he becomes registered as the child's father (for a child born after 01/12/03), or through a legal order.

Parental responsibility is only removed from parents completely at the point if the child is adopted. PR is also acquired by the local authority if the court commits child to its care.

### **Referral**

A request for help from and/or for an individual from a public body.

### **Risk**

The probability of something (e.g. harm to a child) happening. The harsher the damage caused by it happening and the more likely the event, the greater the overall risk.

### **Safeguarding and promoting the welfare of children**

The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care which is undertaken so as to enable children to have optimum life chances and enter adulthood successfully.

### **Significant Harm**

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children. Whether harm or likely harm suffered by a child is significant is determined by comparing the child's health or development with that which could reasonably be expected of a similar child.

### **Wellbeing**

Section 10 of the Children Act 2004 requires local authorities and other specified agencies to co-operate with a view to improving the wellbeing of children in relation to the 5 outcomes first set out in "Every Child Matters".