

ESP FOUNDATION: SAFEGUARDING AND CHILD PROTECTION POLICY

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.

Staff members, visitors and volunteers must raise any safeguarding concerns with one of the appropriate safeguarding leads immediately.

If in exceptional circumstances, the designated safeguarding lead (or their deputy) is not available, this should not delay appropriate action being taken. Staff should speak to a member of the senior leadership team and/or take advice from the Local Authority children's social care team (see appendix for contact numbers). In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

All concerns must be logged using this confidential form [here](#)

If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact the Local Authority Designed Office (LADO) of whichever borough the school or community centre they attend is located (contact details for each borough available online) - wherever possible with the support of the designated safeguarding lead or a deputy lead.

If a child is in immediate danger the police should also be contacted.

Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, DOB, address and contact details for parents / carers. This information is available on SIMs/Data systems in use.

A referral in urgent circumstances can be made on the telephone but a completed Early Help Assessment form is required as soon as possible with key details included (even if additional background information is completed later) as s47 enquiries cannot be progressed with the police unless a referral has been received.

Notes:

- The principles set down in this document that apply to 'children' or a 'child' do so in a broad sense which includes vulnerable young people above the age of 18
- Principles set down in this document apply to all children and young people, irrespective of gender, ethnicity, disability, sexual orientation or religion
- The term substantial access refers to the situation of being in a position of authority or influence when working with young people
- The term parent is a generic term that refers to parents, guardians and carers

KEY PRINCIPLES

ESP FDN *believe* that:

- All children have a right to be protected from harm and /or abuse;
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the interests of the child must be paramount;
- The ethos of each ESP FDN programme and staff team must support open practice, good communication and a safe culture in which children can thrive and learn;
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the leadership team and dealt with sensitively and appropriately.

ESP FDN *recognises* that:

- Abuse and neglect can be physical, emotional and sexual, are complex issues and are rarely stand alone events and therefore require a culture of vigilance, professional curiosity and respectful challenge and effective recording and monitoring systems;
- Abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background when dealing with CP and safeguarding issues. However, we also recognise that the needs of the child are paramount and any concerns will be referred on appropriately whatever the family background of the child concerned;
- A child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth, they may feel helpless and humiliated and may feel self blame;
- The ESP FDN opportunities may provide the only stability in the lives of children who have been abused or are at risk of harm;
- Children with SEN/Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.

ESP FDN *accepts* that:

- Research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn.

ESP FDN *knows* that:

- It is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults whom they can approach if they are worried or unhappy.

ESP FDN *adheres* to:

- The commitment to working in partnership with those who hold parental responsibility for each child.

KEY CONTACTS

Designated Safeguarding Lead – ESP Foundation CEO - Eartha Pond – 07731366903

Safeguarding Trustee – ESP Foundation Trustee – Cristalina Fernandes-Bates

POLICY STATEMENT

The aims of ESP Foundations' Safeguarding Policy are to ensure that all its programmes operate consistent procedures to identify safeguarding concerns and robust and compliant actions are taken when dealing with them.

Specially, this policy is designed to:

- Raise awareness with all ESP FDN staff, Trustees, volunteers and regular visitors of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse without delay;
- Emphasise the need for good communication between all members of staff in matters relating to child protection;
- Develop a structured procedure that will be followed by all members of the ESP FDN community in cases of suspected abuse;
- Provide a systematic means of monitoring young people known or thought to be at risk of significant harm or where there are ongoing concerns;
- Work openly and in partnership with parents in relation to child protection or safeguarding concerns;
- Support all young people's development in ways that will foster security, confidence and independence;
- Promote safe practice and challenge poor and unsafe practice;
- Further develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children;
- Ensure that all adults working within ESP FDN programmes have been checked as to their suitability to work with children, in line with current guidance;
- Integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages; and
- Take account of and inform policy in related areas, such as anti-bullying; e- safety; online safety; discipline and behaviour; health and safety; child on child abuse; missing children; child sexual exploitation; FGM; violence in the name of honour; anti-radicalisation; positive handling and physical intervention procedures; procedures for dealing with allegations against staff and recruitment practice.

ESP Foundation will endeavour to safeguard children and vulnerable adults by:

- Adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers

- Sharing information about concerns with agencies who need to know, and involving parents and children appropriately
- Following carefully procedures for recruitment and selection of staff and volunteers
- Providing effective management for staff and volunteers through supervision, support and safeguarding training regularly
- We are committed to reviewing our policy and good practice at regular intervals at least once every 12 months.

WHAT STAFF SHOULD LOOK OUT FOR

It is important that all staff are aware of the signs of abuse and neglect, child sexual exploitation, FGM, honour based violence, forced marriage and radicalisation so that they are able to identify cases of children who may be in need of help or protection.

We recognise that knowing what to look for is vital to the early identification of all of the above.

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Signs, or indicators of children at risk will include but not be limited to a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; has
- returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Local Safeguarding Children's Board (LSCB) can advise on useful material and sources of advice on the signs of abuse and neglect, child sexual exploitation, FGM, honour based violence, forced marriage and radicalisation.

CONFIDENTIALITY

We recognise that matters related to Child Protection are of a confidential nature. The DSL will therefore share detailed information about a participant with other staff members on a need-to-know basis only.

All staff must be aware that they have a professional responsibility to share information with the designated lead and with other relevant agencies where necessary to safeguard and promote the welfare of children.

All staff must be aware that they cannot promise a child that they will keep certain information secret.

LOOKED AFTER CHILDREN, CARE LEAVERS and OTHER CHILDREN LIVING AWAY FROM HOME

ESP Foundation will:

Ensure there is a designated staff member whose role is to promote the achievement of children who are looked after, and that the identified person has received appropriate training as defined in the Children and Young Persons Act 2008;

Ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her, as well as the details of the child's social worker and the virtual school head in the LA.

Inform the Local Authority if they believe a child is being fostered privately.

Recognise that children who were previously Looked After; Care Leavers and other children living away from home are also additionally vulnerable and may continue to require support at a higher level

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / DISABILITIES

We recognise that children with SEN / Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect.

We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's disability without further exploration

We will provide an environment in which all pupils, including those with SEND, can feel confident and able to discuss their concerns, providing support with communication difficulties where needed, and differentiating appropriately

We recognise that children with SEN and disabilities are at higher risk of peer group isolation and may suffer a disproportionate impact from bullying and will provide proactive support to ameliorate these risks.

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the ESP FDN delivery and/or can occur between children outside ESP FDN opportunities.

All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur.

This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process.

This will allow any assessment to consider all the available evidence and the full context of any abuse.

ALLEGATIONS AGAINST STAFF

We recognise that there will be occasions when a young person, or a parent or another person may make an allegation against a member of staff. The term "allegations" refers to concerns reported or raised that might indicate a person has caused harm to a child, acted in a way that created potential serious risk to a child or would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. This means it has been alleged that a member of staff (including volunteers) has:

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

In this event the Designated Safeguarding Lead must be informed and the relevant Borough's Procedures for Managing Allegations against Staff followed. If the allegation is against the Designated Safeguarding Lead or the CEO then the Chair of the Board of Trustees must be informed.

TRUSTEE BOARD INVOLVEMENT IN SAFEGUARDING

In line with Charity Commission guidance, the Trustee Board has the following responsibilities for ensuring effective safeguarding at ESP Foundation:

- Ensuring the charity has an adequate policy, code of conduct and procedures.
- Reviewing the policy on an annual basis and updating policy and procedures to ensure they are fit for purpose
- Regularly evaluating safeguarding training to ensure that it is current and relevant
- Identifying significant safeguarding risks and working to mitigate them as part of the Board's wider responsibilities for risk management
- Reviewing any serious incidents or 'near misses' to ensure a culture of learning and sharing with regards to safeguarding exists within the organisation
- Ensuring all staff, volunteers, participants and wider stakeholders are aware of how to raise a safeguarding concern

In addition, to ensure effective oversight, the executive team are required to inform the Trustee Board of any serious incidents or any allegations made against staff or the Executive team which require an internal investigation.

PEER TO PEER ABUSE

We recognise that children are capable of abusing their peers. As an organisation we work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Where needed, risk assessments will be carried out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse/activity; physical harm; emotional abuse and/or verbal abuse.

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

In such incidents, ESP Foundation will follow guidance issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and/or police as appropriate.

Instances of sexual violence and sexual harassment will be taken seriously and responded to robustly. The establishment will adhere to guidance in section 5 of Keeping Children Safe in Education.

ON THE GROUND STRATEGY - OVERVIEW

- a. ESP Foundation works in partnership with organisations and therefore follows their established referral routes for allegations regarding their participants.
- b. Generally where a practitioner suspects that a child is being abused they should disclose this to both a) the partner organisations Designated Safeguarding Lead, and b) ESP Foundations' Designated Safeguarding Lead.
- c. Where the organisation cannot be contacted and if ESP Foundation has knowledge of or a suspicion that a child or vulnerable adult is suffering significant harm or is at risk of significant harm, it has a duty to refer their concern to one of the statutory agencies - Social Services, NSPCC or Police.
- d. In cases where a worker/volunteer suspects a child is being abused they should inform the ESP Foundations' Designated Safeguarding Lead, who will inform the statutory agency accordingly.
- e. All staff and volunteers are to be aware of the signs of abuse and what to do if concerns arise.

- f. All concerns must be logged using this confidential incident form [here](#) on the day it is first observed and as soon as possible on that day. If in doubt, adult responsible must seek advice
- g. Confidentiality is of the utmost importance and incidents should only be discussed with the relevant persons e.g. the ESP Foundation Project Manager or Social Services. See Data Protection Policy.
- h. To comply with All London Child Protection Procedures and Safer Recruitment guidance, every programme worker is to undergo an enhanced Disclosure and Barring Service (DBS) check.
- i. One of the main philosophies of the Children Act 1989 is that local authorities should work in 'partnership' with parents wherever possible. Social Services guidelines stress:
All referrals are taken seriously and are considered with an open mind. Once the local authority has been informed it has a duty to investigate. Any enquiry should be conducted in such a way that the parents are not unnecessarily antagonised. Parents are entitled to know what is going on and to be helped to understand the steps that are being taken

ON THE GROUND STRATEGY - GUIDELINES

- a. Ensure the ESP Foundations position on child protection is clearly publicised. Display literature so that everyone understands that child protection is taken seriously.
- b. Operate an "open door" environment. Keep parents and children informed about what the youth workers/volunteers are doing. Advise parents that volunteers will go through a screening process.
- c. Establish procedures through which all complaints or concerns can be voiced and dealt with confidentiality.
- d. Ensure you have the details for the arrival and collection of children and young people, together with any emergency contact telephone numbers.
- e. Keep a record of any medical conditions, which may affect a child and any medication they require. As part of the Course Registration process, obtain permission from parents to administer first aid treatment in the event of an accident.
- f. Keep an accident book and record all injuries however slight, with details of any treatment given. Record how and where the accident happened and include dates/times, action taken and the details of any witnesses. This information may be relied upon in the event of an insurance claim.
- g. Ensure two adults arrive for a session ahead of time to avoid children being left alone. Likewise do not depart until the last child has been collected.
- h. Monitor staff training needs and ensure youth workers/volunteers are kept up to date with technical skills and child protection training.
- i. When recruiting new staff whether they are volunteers or paid staff, ensure correct procedures are adopted in the advertising and selection process.
- j. Ensure all adults with substantial access to children and vulnerable adults agree to undergo enhanced DBS checking.
- k. Ensure all adults with substantial access to children and vulnerable adults attend a child protection awareness course.

- I. Where a volunteer or staff member doesn't have a DBS, it is the responsibility of the DSL to produce a risk assessment to determine whether they need an enhanced DBS.

MEDIA GUIDELINE FOR ALL STAFF AND VISITORS

All content gathered via photography and videography, **can only be gathered via ESP devices in line with our GDPR guidelines. We ask for ALL visitors to refrain from taking content at the sessions, even if it is of their young people.**

Content collected in personal devices are not to be shared on websites, social media or print publications without written permission from ESP Foundation CEO/ Trustee Board.

Content shared on ESP Foundation Media Channels, ESP_FDN and GIRLS_ALLOWED can be shared on social media with ESP tagging the necessary handles for additional sharing.

CODE OF CONDUCT

Staff and Volunteers should:

- a. Treat all children and vulnerable adults with respect
- b. Provide an example of good conduct you wish others to follow
- c. Ensure that whenever possible there is more than one adult present during activities with children and vulnerable adults, or at least that you are within others' sight or hearing
- d. Respect a child's right to personal privacy and encourage children and adults to feel comfortable and caring enough to point out attitudes or behaviours they do not like
- e. Remember that someone else might misinterpret your actions, no matter how well intentioned
- f. Be aware that even physical contact with a child or vulnerable adult may be misinterpreted
- g. Adopt extra caution when discussing sensitive issues with children or vulnerable adults
- h. Operate within the ESP Foundations Safeguarding Policy
- i. Challenge unacceptable behaviour and report allegations and suspicions of abuse

Staff and Volunteers should never:

- a. Strike a child
- b. Use profane, insulting, harassing or otherwise offensive language
- c. Engage in rough, physical or sexually provocative games, including horseplay
- d. Spend an excessive amount of time alone with a child or vulnerable adult, away from others. (Meetings with individual children or young people should take place as openly as possible. If privacy is needed, the door should be left ajar and other staff and volunteers informed of the meeting)
- e. Take children alone on car journeys, no matter how short, without first consulting the parents. (In cases where such a journey is absolutely necessary, two adults should travel in the car)
- f. Take children to your home where they will be alone with you
- g. Have direct 1 to 1 contact via social media or text message with a young person. If this does happen, the Designated Safeguarding Lead should be informed of this exchange at the earliest possible opportunity.
- h. Share a bedroom with a child or vulnerable adult
- i. Meet children outside organised activities. If this is unavoidable, inform a senior member of the team and always be contactable by phone
- j. Do things of a personal nature for children or vulnerable adults that they can do for themselves
- k. Intrude into the private life of a child
- l. Allow or engage in any unnecessary physical contact with a child (physical contact should only take place with the consent of the child and the purpose of the contact should be clear)
- m. Make sexually suggestive comments in front of, about, or to, a child, even in fun
- n. Allow a child to use inappropriate language unchallenged, and in particular racist or homophobic language
- o. Reduce a child to tears as a form of control
- p. Allow allegations of abuse or poor practice to go unreported or unrecorded

- q. Jump to conclusions about others without checking facts
- r. Rely on their good name to protect them
- s. Allow a sexual relationship to develop between yourself and a young person between 16 and 18 years of age whilst there is a relationship of trust between you

SIGNS OF ABUSE

We work within NSPCC Guidance of there being four broad types of abuse.

Physical Abuse:

This may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child who they are looking after.

Emotional Abuse:

This is the persistent emotional ill-treatment of a child such as to cause severe and long lasting effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It can also involve age or developmentally inappropriate expectations being imposed on children, or causing children frequently to feel frightened or in danger. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

Neglect:

This is the persistent failure to meet the child's basic physical and / or psychological needs, likely to result in the serious impairment of the child's physical or cognitive development. For example, inadequate care and supervision which leaves a child in a dangerous situation where they could be harmed (but only where this can be avoided).

Sexual Abuse:

This involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening or gives consent. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may also include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Other types of abuse commonly recognised, such as commercial sexual exploitation and trafficking, are complex manifestations of a combination of the above four categories.

It is important to highlight that bullying is also a form of abuse as it is an act of aggressive behaviour in order to intentionally hurt another person or persons, mentally, physically and/or sexually.

Abuse can take place in many forms and anywhere, that is, in the family, community or on the Internet. Abuse is also manifesting itself in digital and augmented technologies such as smart phones. This can be virtual or real and can take many forms including sexual harassment and child pornography.

It should be remembered that although we commonly think of adults as those who abuse children, children can also be the perpetrators.

Signs of abuse

Our signs of abuse are drawn together with the assistance of the NSPCC. Our Child Protection Policy only includes general signs of abuse. Volunteers and staff are provided with additional detailed training and information on additional age and category specific signs of abuse.

General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

- a. Regularly experiencing nightmares or sleeping problems.
- b. Changes in personality.
- c. Outbursts of anger.
- d. Changes in eating habits.
- e. Showing an inexplicable fear of particular places or making excuses to avoid particular people.
- f. Self-harming (includes head banging, scratching, cutting).
- g. Not receiving adequate medical attention after injuries.
- h. Showing violence to animals, toys, peers or adults.
- i. Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
- j. Lacking confidence or often wary/anxious.
- k. Regressing to the behaviour of younger children.
- l. Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups.

Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Specific Safeguarding Issues can include:

- Domestic Violence
- Child sexual exploitation (CSE)
- Female Genital Mutilation (FGM)
- Forced marriage
- Children Who Go Missing From Home or Care
- Children Missing From Education
- Violence in the name of Honour
- Radicalisation - Prevent
- Drug abuse
- Faith abuse
- Gangs and Youth Violence
- Gender Based violence/violence against women and girls (VAWG)
- Illness – Fabricated and Induced
- Mental health
- Peer to Peer
- Private fostering
- Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

RESPONDING TO ALLEGATIONS OF ABUSE

It is the responsibility of ESP Foundation Designated Safeguarding Lead to deal with allegations or suspicions of abuse. Everyone at ESP Foundation must be aware that the Designated Safeguarding Lead should always be informed of any concerns about a child being abused.

The ESP Foundation Designated Safeguarding Lead must appoint a suitable deputy to act in his/her absence. The Safeguarding Lead for ESP, is CEO Eartha Pond.

Practitioners / volunteers: guidelines

- a. If the organisation's and ESP Foundations' Designated Safeguarding Lead is contactable always refer to them in the first instance. If they are not available please try and contact the Safeguarding Trustee If they are not available, contact the Designated Safeguarding Lead at the partner organisation which the young person attends.
- b. If a child is in immediate danger call the police
- c. If the Designated Safeguarding Lead is not contactable, remember that you are not qualified to determine whether or not abuse has taken place – that is the responsibility of the Social Services and/or local police. Your responsibility is to inform them.
- d. It is the responsibility of the Designated Safeguarding Lead to contact the local social services department or go directly to the police if out of hours. Take the name and

designation of the social services member of staff or police officer and follow this up with confidential written confirmation within 24 hours of receiving the allegation.

The legal principle that the 'welfare of the child is paramount' means that considerations of confidentiality which might apply to other situations in the organisation, should not be allowed to override the right of children to be protected from harm. Confidentiality should be maintained on a strictly "need to know" basis and any relevant documentation stored in a secure place with access available to designated people only. For further information see Data Protection Policy.

RECRUITMENT AND VETTING OF STAFF AND VOLUNTEERS

ESP FDN follows Safer Recruitment guidelines for recruitment of all staff and volunteers. Recruitment and vetting of staff and volunteers checklist:

1. Wide publicity of vacancies
2. Written application form
3. Shortlisting of applicants against a written job description identifying the roles and responsibilities of the particular post
4. Approach to 2 referees – with specific questions regarding the applicant's suitability to work with children. References should be in writing and on headed paper; a follow up phone call should be made to ensure they are bona fide.
5. Written declaration by applicant that there is no reason why they would be considered unsuitable to work with children
6. Interview: including a question regarding whether the applicant has any criminal convictions, cautions, other legal restrictions or pending cases that might affect their suitability to work with children. Ask the applicant to bring a photographic ID.
7. Identification check – long birth certificate, photocard driving licence or passport Enhanced DBS checking. Check the applicant holds any relevant qualifications that they say they have.

KEY CONTACTS

Designated Safeguarding Lead – Eartha Pond – 07731366903

Tri-Borough LADO: Rochelle-Ann Naidoo on 020 7641 1610

LADO@westminster.gov.uk - 020 7641 7668

NSPCC helpline number - 0808 800 5000

Westminster Access Team – Tel: 020 7641 4000

Tri-Borough MASH Business Support Officer (Karen Duncan) - Telephone: 020 7641 3991

Email: kduncan1@westminster.gov.uk

Police - 03001231212 (999 in emergency)

APPENDIX 1: GUIDANCE DOCUMENTS

London Child Protection Procedures, 5th edition - available electronically via [London SCB website](#) –

London Safeguarding Children Board supplementary procedures: These provide detailed information related to specific safeguarding issues. They are available via the London SCB website (as above).

Keeping Children Safe in Education : DfE's statutory guidance issued Sept 2019 [here](#)

Working Together to Safeguard Children 2015- updated in 2018 [here](#)

What To Do If You Are Worried a Child Is Being Abused [here](#)

APPENDIX 2: Guidance re potential signs of abuse from London SCB procedures Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries which may represent a 'cry for help' and if ignored could lead to a more serious injury.
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding ●
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured ● accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or ● twisting
- Bruising around the face

- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g:

- Linear burns from hot metal rods or electrical fire elements
-
- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

The history provided is vague, non-existent or inconsistent with the fracture type
There are associated old fractures

- Medical attention is sought after a period of delay when the fracture has caused
- symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self harming Running away
- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks
- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is disclosed
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

APPENDIX 3: DEFINITIONS

Domestic Violence

It is important to recognise that many children will be living (or may have lived) in families where Domestic Abuse is a factor, and that these situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm.

The definition of Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

This can encompass, but is not limited to, the following types of abuse: psychological, physical, sexual, financial and emotional.

Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Domestic violence and abuse can affect adults and children within a family setting. The risks to victims of domestic violence and abuse and children are likely to increase significantly when relationships finish and for some time following any break-up. Although both men and women can experience domestic violence and abuse it is much more likely that women and children will be affected in cases of ongoing abuse, with the risk of serious harm and homicide being higher for women than men.

Children who live with domestic violence and abuse are highly likely to be suffering emotional abuse themselves and are likely to be facing many risks, such as: suffering direct physical abuse; injuries being caused when intervening in domestic violence situations; the emotional effects of witnessing domestic violence and abuse; emotional stress and abuse through the overhearing of domestic violence in the home. These risks can cause both short and long term effects on the child's safety, welfare and development even if the parents are doing their best to protect them.

Child sexual exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual; or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should be aware that any of the following might indicate FGM:

Girls being withdrawn from Health; they may be at risk as a result of the parents wishing to keep them uninformed about her body and rights;

A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.

Parent may take a girl out of the country for a prolonged period to a country where the practice is prevalent;

A girl may have frequent urinary or menstrual problems; spending longer than usual in the toilet;

Noticeable behaviour changes, particularly after prolonged absence;

Reluctance to undergo normal medical examinations;

Difficulty walking, sitting or standing. It is important for schools to create an 'open' and supportive environment by:

Raising awareness about FGM with students and staff; circulating and displaying materials and information about FGM (books, DVDs etc);

Ensuring that the designated member of staff with responsibility for safeguarding is well informed of the issues;

Ensuring that a private telephone is available should students need to seek advice. FGM is illegal in the UK and there is a mandatory duty on schools to report cases of FGM to the police.

Forced marriage

A Forced Marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor .

Children Who Go Missing From Home or Care

Children who go missing from home or care are particularly vulnerable and may be at significant risk at times. The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Victim of Abuse
- Victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education

- Increased vulnerability Longer-term risks include:
- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

Children Missing From Education

All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability and aptitude and any special educational needs they may have. A child going missing from education, or not attending it regularly, is a potential indicator of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including appropriate notification to the Local Authority as set out in 'Missing From Home' document guidelines. We will also ensure staff are alert to the potential risks of poor or non attendance and cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as travelling to war zones, FGM and forced marriage.