

# Ealing Safeguarding Children Guidance

Policy and Procedures for Voluntary,  
Community, Faith and Private Organisations

2014



This guide has been produced by Ealing Community & Voluntary Service (ECVS) on behalf of the Ealing Safeguarding Children Board (ESCB) and in partnership with Ealing Council.

Every effort has been made to ensure the information contained in this guide is correct at time of going to print. However, if you come across something you are unsure of, you should consult the London Child Protection Procedures latest edition or contact the ESCB.

Based on Ealing's Assessment Protocol & Thresholds of Need Guide 2014 and the London Child Protection Procedures 5<sup>th</sup> edition.

Published November 2014.



Welcome to the 2014-2015 edition of Ealing's guidance for people working with children, young people and their families in voluntary, community or private sector organisations.

The Ealing Safeguarding Children Board (ESCB) recognises the importance of the work undertaken in community-based services for children and their families, and I hope that this guidance helps you to continue and improve that work in the future.

Safeguarding and promoting children's welfare is the responsibility of all organisations so this guidance sets out what you should do to help protect children from abuse and harm.

The guidance can be used to support your work and help you develop procedures for your organisations. This year we have revised and updated key chapters in line with the changes in Working Together to Safeguard Children 2013 and the London Child Protection Procedures 2014. The ESCB is grateful for the work of all partner agencies contributing to the revision.

Michael O'Connor  
Independent Chair, Ealing Safeguarding Children Board

## Who should use this guidance?

This guidance should be used by all organisations and groups in the voluntary and community sector (VCS), including faith-based organisations who provide information, advice and/or support to children, young people and/or families, whether or not they are registered as a charity with the Charity Commission.

It applies to all VCS staff and volunteers, including trustees, committee members, senior management, religious leaders, students on work placements and sessional workers.

## How to use this guidance?

This Yellow Book aims to inform the day-to-day work of all organisations and groups who are in direct contact with children, young people and/or families.

The process for adopting the Yellow Book as your organisation's policy and procedures is explained in Chapter 2.

While all staff and volunteers are encouraged to gradually familiarise themselves with the contents of the Yellow Book, all Nominated Safeguarding Persons (NSPs), Deputy Nominated Safeguarding Persons, trustees and (senior) managers are advised to read through the whole document carefully and explore relevant resources referenced in the book.

It is also the responsibility of the NSPs and their deputies to support all staff and volunteers in understanding the Yellow Book and applying it to their everyday work.

---

### Symbols legend



This icon indicates that relevant information or a related appendix is available elsewhere in the Yellow Book.

Links are embedded in the chapter/appendix name in all cases where this icon appears. This means that the reader clicks on the name of the referenced chapter/appendix to be automatically redirected (online copies only).



This icon marks links and references to additional sources of information and support.

\* Please note that internet access is required to click-through to external resources.

---

## Accessing external resources

The Yellow Book contains references to the Safe Network, including Safe Network Standards and the Safe Network Toolbox of Resources.

In order to access some of these resources, organisations must first register with the Safe Network. This is free and all Nominated Safeguarding Persons are encouraged to complete a registration on behalf of their organisation.

The Safe Network website contains a vast number of dedicated safeguarding resources for voluntary and community groups, and your organisation will benefit from using them.



Register at: [www.safenetwork.org.uk](http://www.safenetwork.org.uk)

# Contents

Chapter 1: Basic principles.....	7
Chapter 2: Adopting the Yellow Book as your organisation’s policy and procedures .....	8
Chapter 3: Key definitions.....	9
Chapter 4: Keeping the child at the centre of your work .....	14
Chapter 5: Guidance and procedures .....	15
Chapter 6: Ealing multi-agency thresholds of need.....	18
Chapter 7: Information sharing .....	21
Chapter 8: The role and responsibilities of the Nominated Safeguarding Person (NSP) ....	24
Chapter 9: Responding to a child or young person (disclosures of abuse) .....	28
Chapter 10: Types and indicators of abuse .....	29
Chapter 11: What to do if your concerns are not about abuse.....	34
Chapter 12: What to do if you think a child is being abused or neglected .....	37
Chapter 13: Children in specific (or special) circumstances .....	42
Chapter 14: Online/e-safety .....	48
Chapter 15: Domestic violence and abuse .....	52
Chapter 16: Child sexual exploitation .....	55
Chapter 17: Violence against women and girls .....	58
Chapter 18: Safeguarding children in minority ethnic, culture and faith communities.....	61
Chapter 19: Legislation .....	63
Chapter 20: Allegations against staff and volunteers.....	68
Chapter 21: Recruitment and selection.....	72
Chapter 22: Disclosure and Barring Service (DBS).....	73
Chapter 23: Managing staff and volunteers .....	77
Chapter 24: Good practice in establishing professional boundaries for you and your organisation .....	79
Chapter 25: Code of conduct for staff and volunteers .....	88
Chapter 26: Guidance for early years providers and people working alone.....	91
Appendix 1: Safeguarding procedures checklist.....	95
Appendix 2: Guidance on developing a safeguarding children policy.....	97
Appendix 3: Model safeguarding children policy statement.....	98
Appendix 4: Incident/concern recording log .....	100
Appendix 5: Assessment framework .....	102
Appendix 6: Ealing Safeguarding Children Board .....	103
Appendix 7: Key contacts in Ealing .....	105
Appendix 8: Other useful contacts .....	107
Appendix 9: Resource bank .....	108
Appendix 10: Commonly used acronyms .....	111

## Chapter 1

# Basic principles

- The child's welfare is paramount.
- A child is defined as anyone who has not yet reached their 18th birthday.
- Safeguarding children and young people is the responsibility of everyone.
- All children and young people have the right to be protected from abuse regardless of their race, ethnicity, immigration status, religion or belief, sex, gender identity, sexual orientation or disability. This includes unborn children and children aged 0-18 years.
- All allegations and suspicions of abuse must be taken seriously and responded to swiftly and appropriately. They must be reported and not be ignored.
- If somebody believes that a child or young person may be suffering or may be at risk of suffering significant harm, they should always refer the concern to children's social care or the Police. In Ealing, children's social care service is known as Ealing Children's Integrated Response Service (ECIRS).
- All voluntary, community, faith and private organisations or service providers working with children, young people and their families must take all reasonable measures to ensure that risks of harm to children and young people are minimised.

Every group/organisation **must** select a senior member of staff or manager who has specific responsibility for safeguarding and child protection issues (this would always be someone working on site).

In Ealing and throughout this guidance, we refer to this person as the Nominated Safeguarding Person (NSP).



See **Chapter 8: The role and responsibilities of the Nominated Safeguarding Person**

## Chapter 2

# Adopting the Yellow Book as your organisation's policy and procedures

All organisations working with children and young people should have and use up-to-date safeguarding/child protection procedures that are compliant with the London Child Protection Procedures.

This document can be adopted by organisations that currently do not have their own safeguarding policies and procedures, or it can be used as a template to create their own policies and procedures. Organisations affiliated with national bodies (such as a church diocese or sports organisation) should use this document to ensure that their local settings follow these procedures.

**There must be a consistent approach to how children and young people are safeguarded and supported in Ealing.**

By adopting the Yellow Book as your safeguarding policy and procedure, your organisation agrees to being committed to implementing the procedures included in it, so that all staff/volunteers understand and accept their responsibilities to safeguard children from harm and abuse and to promote their welfare.

The aim of this document is to promote good practice and to ensure that everyone involved in the provision of support and activities to children and young people:

- Understands their personal responsibility for protecting the children and young people they work with.
- Is able to take appropriate action if there are suggestions that a child or young person is being abused.
- Is informed and able to respond in a supportive manner to any child or young person who alleges or discloses that abuse is happening.
- Can confidently take steps to minimise opportunities for misunderstandings by following a code of conduct and good practice guidelines.

Please note that if you adopt these procedures you must also have a **policy statement** that states your organisation's commitment to safeguarding children.

The policy statement should be displayed in your setting, such as on a wall or notice board, for everyone to see, including parents/carers, staff/volunteers and the children/young people.



Please see **Appendix 1: Safeguarding procedures checklist** and **Appendix 2: Guidance on developing a safeguarding children policy**

## Chapter 3

# Key definitions

Term	Definition
Abuse	A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.
Child	Defined as anyone who has not yet reached their 18th birthday. If a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in hospital, in custody or in a secure estate for children and young people, they are still deemed as a child and their status or entitlement to services or protection remain the same as that of a child.
Child in need	Under Section 17 (10) of the Children Act 1989, a child is 'in need' if, without the provision of local authority services: <ul style="list-style-type: none"> <li>• They are unlikely to achieve or maintain a reasonable standard of health or development.</li> <li>• Their health or development is likely to be significantly impaired.</li> <li>• They have a disability.</li> </ul>
Child protection	Protecting specific children who are suffering, or are likely to suffer, significant harm (as a result of abuse or neglect). Child protection is a part of safeguarding and promoting welfare.
Children perceived as 'different'	Children who may be perceived as 'different' (for example disabled children, children from minority ethnic groups/cultures or children with differing sexual orientations or gender identities) are more vulnerable to abuse. It is therefore vital that all organisations promote equality of opportunity and anti-discriminatory practice. Failure to do so may expose particular children to significant harm.
Children's social care	<p>Within local authorities, children's social care staff (including social workers) act as the main point of contact for children with welfare concerns. They may be contacted directly by children, parents or family members seeking help, by concerned friends and neighbours, or by staff and volunteers from statutory and voluntary organisations.</p> <p>Where a child or young person is suffering or is likely to suffer significant harm, children's social care staff have the lead responsibility for assessing the child's needs, as well as the parents/carers' capacity to meet these needs and to keep the child safe. The wider family and environmental circumstances are also assessed.</p>

Term	Definition
Disclosure & Barring Service (DBS)	<p>The DBS is designed to help prevent unsuitable people from working with children and vulnerable adults. This is done via:</p> <ul style="list-style-type: none"> <li>• Criminal record checks for all prospective staff (previously CRB checks managed by the Criminal Records Bureau).</li> <li>• Barring individuals who pose a risk of harm from working with children and vulnerable adults (previously managed by the Independent Safeguarding Authority).</li> </ul> <p>DBS website: <a href="http://www.gov.uk/DBS">www.gov.uk/DBS</a></p>
Early Help Assessment and Plan –(EHAP)	<p>The EHAP has replaced the CAF (Common Assessment Framework) in Ealing. The EHAP is a process by which the needs of a child or young person are assessed and an action plan to meet those needs is agreed and progressed.</p> <p>The EHAP promotes the importance of identifying needs and delivering help as early as possible. It shifts the focus from looking at the child/young person’s needs primarily – to establishing a greater understanding of the challenges faced by the family as a whole and delivering help wherever possible through a multi-agency approach.</p> <p>EHAP website: <a href="http://www.ealing.gov.uk/EHAP">www.ealing.gov.uk/EHAP</a></p> <p>For more information contact the Family Information Service (FIS) on 020 8825 5588.</p>
Information sharing	<p>Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision.</p> <p>Early sharing of information is the key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious case reviews have shown how poor information sharing has contributed to the deaths or serious injuries of children.</p> <p>Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and to protect the safety of children. No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe.</p>

Term	Definition
Local Authority Designated Officer (LADO)	<p>The LADO is a senior member of staff situated within the local authority's children's services who should be alerted to all cases in which it is alleged that a person who works with children has:</p> <ul style="list-style-type: none"> <li>• Behaved in a way that has harmed or may have harmed a child.</li> <li>• Possibly committed a criminal offence against or related to a child.</li> <li>• Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.</li> </ul> <p>A LADO helps coordinate information sharing with the correct people, as well as provides guidance and advice on steps such as suspension or referral to the DBS. The LADO has to maintain oversight of all allegations against professionals and volunteers.</p> <p><b>The Local Authority Designated Officer for Ealing is Ruth Lacey.</b>  Telephone: 020 8825 8364 / 020 8825 8930  Email: <a href="mailto:lacey@ealing.gov.uk">laceyr@ealing.gov.uk</a></p> <p>Or you can contact the Child Protection Manager who has delegated LADO responsibilities on 020 8825 8155.</p>
Local safeguarding children boards	<p>The Children Act 2004, section 13 requires each local authority to establish a local safeguarding children board for their area. <b>In Ealing, this board is called the Ealing Safeguarding Children Board (ESCB).</b> The board is responsible for ensuring there are adequate arrangements within and between agencies to protect children from harm.</p> <p>The London Safeguarding Children Board provides strategic advice and support to London's 32 boroughs.</p> <p>Website: <a href="http://www.londonscb.gov.uk">www.londonscb.gov.uk</a></p>
Nominated Safeguarding Person (NSP)	<p>Every organisation must select a person who has overall responsibility for safeguarding and all matters relating to children – a Nominated Safeguarding Person (NSP). The NSP and their appointed deputy must support other staff and volunteers as well as oversee safe practice within their organisation.</p> <p>Please note that this role may have a variety of different names; however it is essential that everyone who holds this position in Ealing uses the title Nominated Safeguarding Person.</p>

Term	Definition
Parent	<p>Parents are responsible for raising their children. Children can have one or more parents. Children can be raised within a variety of settings and environments. Some parents may not be biologically related to their children, for example an adoptive parent, but they would have parental responsibility (see below).</p>
Parental responsibility	<p>The Children Act introduced the concept of parental responsibility, which is defined as ‘the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property’.</p> <p>In practice this means that someone with parental responsibility has a right to take part in major decisions in the child’s life, such as schooling and whether the child should move abroad etc.</p> <p>The circumstances in which an individual has, or may acquire, parental responsibility include:</p> <ul style="list-style-type: none"> <li>• A birth mother always has parental responsibility (unless she has lost it through adoption).</li> <li>• The child’s father has parental responsibility if he was married to the child’s mother at the time of the child’s birth.</li> <li>• An unmarried father may acquire parental responsibility. He will have parental responsibility if he registered the birth of a child born on or after 1 December 2003. He can also apply to a court for a parental responsibility order or make a parental responsibility agreement with the child’s mother.</li> <li>• A step-parent may acquire parental responsibility for a child if he or she is married to, or the civil partner of, a person with parental responsibility for the child, either by agreement with all of the other persons with parental responsibility, by court order or through adoption.</li> <li>• Same-sex partners will share parental responsibility if they were in a civil partnership or marriage at the time of the child’s birth, enter into a parental responsibility agreement or by court order.</li> <li>• A special guardian has parental responsibility for the child through a special guardianship order which allows them to exercise parental responsibility and to determine the extent to which other persons with parental responsibility discharge their duties and rights.</li> <li>• A person named in a child arrangements order has parental responsibility.</li> </ul> <p> See <a href="#">Chapter 19: Legislation</a></p>

Term	Definition
Risk to children	Description of an adult or child who has been identified (by probation services/youth offending teams, Police or health services, individually or via the Multi-Agency Public Protection Arrangements) as an ongoing risk to a child (replaces the term Schedule 1 Offender).
Safeguarding and promoting the welfare of children	<p>The process of:</p> <ul style="list-style-type: none"> <li>• Protecting children from maltreatment.</li> <li>• Preventing impairment of children’s health or development.</li> <li>• Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.</li> <li>• Taking action to enable all children to have the best life chances.</li> </ul>
Significant harm	<p>A situation where a child is suffering, or is likely to suffer, a degree of physical, sexual and/or emotional harm (through abuse or neglect), which is so harmful that there needs to be compulsory intervention by child protection services (children’s social care or the Police).</p> <p>The Children Act 1989 introduced the concept of significant harm as the threshold level that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.</p> <p>Working Together to Safeguard Children 2013 defines significant harm as any physical, sexual, emotional abuse, neglect, accident or injury that is sufficiently serious to adversely affect progress and enjoyment of life. Harm is defined as the ill-treatment or impairment of health and development. The definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) to include ‘impairment suffered from seeing or hearing the ill treatment of another’ (for example, domestic abuse).</p>
Staff	Any individual/s working in a voluntary, employed, professional or unqualified capacity, including foster carers and approved adopters.
Third sector	The umbrella term for all not-for-profit organisations, such as voluntary and community organisations, charities, social enterprises, cooperatives and mutuals.
Wellbeing	<p>The achievement of the best outcomes for children. In November 2012 the Department for Education made a key change in replacing the phases of ‘Every Child Matters’ and the ‘Five Outcomes’ with ‘Helping Children Achieve More’:</p> <ol style="list-style-type: none"> <li>1. Health</li> <li>2. Safeguarding and security</li> <li>3. Education</li> <li>4. Employment and skills</li> <li>5. Engagement and participation</li> </ol>

## Chapter 4

# Keeping the child at the centre of your work

Organisations should prioritise having direct communication with children and developing positive and respectful relationships with them, ensuring the child's wishes and feelings are the basis of your organisation's approach, plans and activities.

Children and young people need to feel **they are respected and understood as individuals**, and to have **their wishes and feelings consistently taken into account**.

Effective action to keep the child/young person in focus includes:

- Being vigilant and noticing when a child appears troubled or anxious.
- Developing a direct and stable relationship based on trust and understanding with the child.
- Obtaining information from the child about their needs.
- Finding out about the child's wishes and feelings – about their current situation as well as plans and hopes for the future.
- Providing a child with honest and accurate information about their situation, as seen by professionals, and future possible actions and interventions (for example by social care).
- Involving the child in key decision-making (appropriate to their age and level of understanding).
- Providing appropriate information to the child about his or her right to protection and assistance.
- Inviting children to make recommendations about the services and assistance they need (appropriate to their age and level of understanding).
- Ensuring a child has access to independent advice and support (for example, through advocates or children's rights officers) so they are able to express their views and influence decision-making.

It is also very important to obtain and respond to the views and experiences of children with regards to staff recruitment, professional supervision, performance management and the organisation's broader aims and development.

It is essential to provide a safe space for children and young people to voice their experiences of contact with staff and volunteers, which is crucial in building and maintaining a safe and responsive environment.

 Coram Voice: [www.coramvoice.org.uk](http://www.coramvoice.org.uk)

## Chapter 5

# Guidance and procedures

This chapter gives an overview of the current guidance from Working Together to Safeguard Children 2013 and the London Child Protection Procedures, 5th edition.

### Working Together to Safeguard Children 2013

This is a guide to inter-agency working to safeguard and promote the welfare of children published by the Department for Education.

This guidance sets out how organisations and individuals should work together to safeguard and promote the welfare of children and how practitioners should conduct an assessment of children and their needs. It is important to note that the current Children and Families Act 2014 is being implemented as this information is updated and it, in turn, will update the duties in both the Children Act 1989 and in the statutory guidance.

This guidance replaces Working Together to Safeguard Children (2010); the Framework for the Assessment of Children in Need and Their Families (2000); and Statutory Guidance on Making Arrangements to Safeguard and Promote the Welfare of Children under Section 11 of the Children Act 2004 (2007).

### Who is Working Together to Safeguard Children guidance for?

This statutory guidance should be read and followed by local authority Chief Executives, Directors of Children's Services, Ealing Safeguarding Children Board (ESCB) chairs and senior managers within organisations who commission and provide services for children and families. It is of extreme importance and relevance to the voluntary and community sector that have direct contact with children and families.

Changes from the previous guidance:

- Safeguarding boards should publish an assessment protocol and threshold document that includes: the process for the early help assessment and the type and level of early help services to be provided; and the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and statutory services.
- **Ealing's Assessment Protocol and Thresholds of Need Guidance** can be found at [www.ealing.gov.uk](http://www.ealing.gov.uk) and type in search box "Threshold of Need Guidance."
- **In Ealing we refer to the early help assessment as the EHAP (Early Help Assessment and Plan).** This replaces the CAF (Common Assessment Framework).

- Agencies should now refer within one working day any concerns or allegations about a professional or volunteer to the Local Authority Designated Officer (LADO), who will advise about action to be taken, including whether an investigation is required. The LADO is also available to discuss and assist you in deciding whether you need to make a referral and/or take any immediate management action to protect a child. Local authorities should identify designated officers (referred to as the LADO) to be involved in the management and oversight of individual cases of allegations of abuse made against those who work with children (see Chapter 20: Allegations against staff and volunteers).
- **The LADO in Ealing is Ruth Lacey** and her role is to give advice and guidance to employers and voluntary organisations; liaise with the Police and other agencies; and monitor the progress of cases to ensure that they are dealt with as quickly as possible, consistently and with a thorough and fair process.

## A child-centred and coordinated approach to safeguarding

Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- **Safeguarding is everyone's responsibility:** for services to be effective, each professional and organisation should play their full part.
- **A child-centred approach:** for services to be effective they should be based on a clear understanding of the needs and views of children.

Everyone who works with children – including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, Police, A&E staff, paediatricians, voluntary and community workers, and social workers – have a responsibility for keeping them safe.

Voluntary organisations and private sector providers play an important role in delivering services to children. They need to work effectively with their local safeguarding children board. Paid and volunteer staff must be aware of their responsibilities for safeguarding and promoting the welfare of children, responding to child protection concerns and making a referral to local authority children's social care or the Police if necessary.

Places of worship and faith-based organisations provide a wide range of activities for children and have an important role in safeguarding children and supporting families. Like other organisations who work with children, they need to have appropriate arrangements in place to safeguard and promote the welfare of children.

Organisations should have arrangements in place that reflect the importance of safeguarding and promoting the welfare of children, including:

- A clear line of accountability for the provision of services to children.
- A senior board level leadership responsibility for safeguarding.
- A culture of listening to children and considering their wishes and feelings.
- Arrangements which clearly set out the processes for sharing information.
- A designated professional lead for safeguarding (Nominated Safeguarding Person).

- Safe recruitment practices.
- Appropriate supervision and support for staff, including safeguarding training.
- Clear policies in line with those from the London Safeguarding Children Board (see Chapter 3: Key definitions) for dealing with allegations against people who work with children.



Full text: [www.gov.uk/government/publications/working-together-to-safeguard-children](http://www.gov.uk/government/publications/working-together-to-safeguard-children)



NSPCC factsheet on child protection legislation in the UK: [www.nspcc.org.uk/preventing-abuse/child-protection-system](http://www.nspcc.org.uk/preventing-abuse/child-protection-system)

## London Child Protection Procedures, 5th Edition (2014)

The London Child Protection Procedures (LCPP) provide procedural guidance across all London boroughs and, by agreement, are followed by all local authorities, unless there is good evidence for reasons not to do so. The LCPP are produced by the London Safeguarding Children Board and are only available online.

**All organisations in Ealing should follow the LCPP**, from which this guidance is taken. The LCPP consist of Part A and Part B.

Part A: Core Procedures for child protection includes:

- Responding to concerns about child abuse and neglect
- Referral and assessment
- Child protection section 47 enquiries
- Child protection conferences
- Implementation of child protection plans
- Children and families moving across local authority boundaries
- Allegations against staff and volunteers
- Organised and complex abuse
- Unexpected death of a child

Part B: Practice Guidance for multi-agency working includes general practice, learning and improvement framework, and safeguarding children practice guidance for issues such as:

- Domestic abuse
- Missing children
- Child sexual exploitation and trafficking
- Young carers
- Gangs and serious youth violence
- Internet/online based abuse
- Voluntary, community and faith sectors



For more information and to download the LCPP 5th Edition: [www.londoncp.co.uk](http://www.londoncp.co.uk)

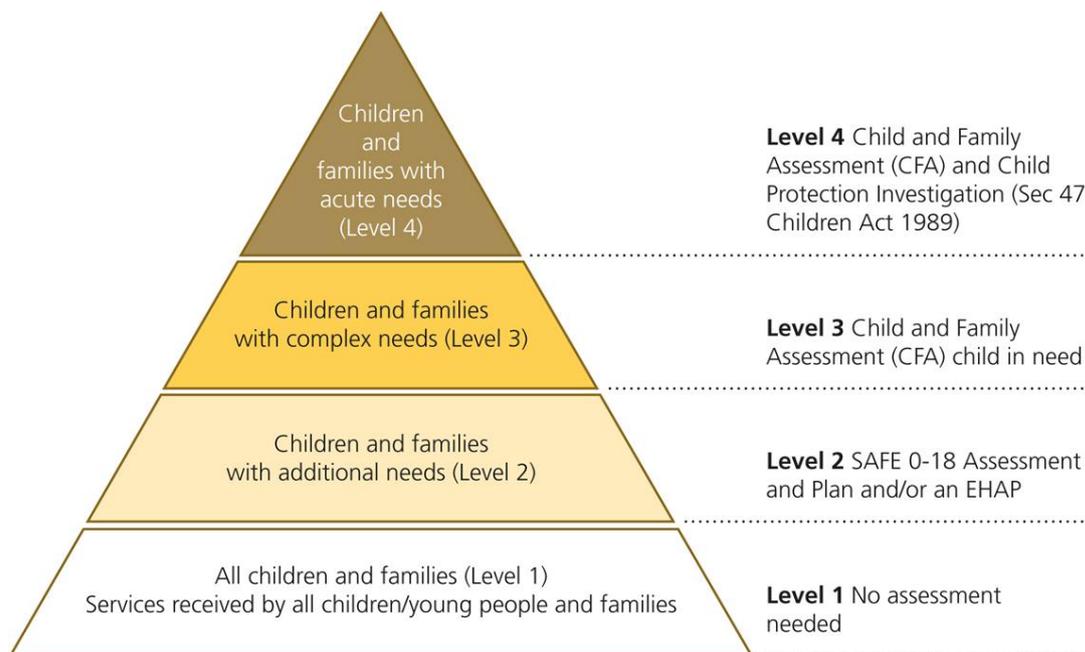
## Chapter 6

# Ealing multi-agency thresholds of need

Ealing has developed four levels of need and a set of indicators/descriptors for each level to **assist practitioners in assessing needs and identifying appropriate service responses.**

The use of this model should help to ensure an increase in the early identification of need, a more streamlined process of referral, and hence provide a more responsive delivery of services to children and young people in Ealing. The overall aim for practitioners across all agencies is to **ensure children are prevented from moving towards the higher levels of need** and that their concerns are addressed by appropriate services so that their level of need reduces.

The introduction of Ealing Children's Integrated Response Service (ECIRS) in July 2012 means that there is one principle point of referral for practitioners who have concerns for children. ECIRS uses Ealing's Assessment Protocol & Thresholds of Need Guide 2014 to support their assessments and decisions on identifying service responses to the referrals they receive. So it is important that there is a common understanding among practitioners from various services of how this model will be used.



## **Level 1: Universal needs**

Describes a range of needs experienced by most children. These needs will be met by universal services received by all children/young people and families.

Services that may provide support at this level:

- Education
- Children's centres
- Childcare providers
- Health Visiting
- School nursing
- GP
- Midwifery
- Youth & Connexions
- Play Service
- Police
- Housing
- Voluntary & community

## **Level 2: Low risk to vulnerable needs**

Children with identified needs, showing early signs of vulnerability or the family's needs are not clear, not known or not being met. This level is the threshold for initiating an EHAP (Early Help Assessment and Plan) as the need for early help through multi-agency support is evident. Response services are universal and targeted services.

Services that may provide support at this level:

- SAFE 0-18
- Educational Psychology
- Primary Behaviour Service
- Educational Welfare
- Mental health and substance misuse services
- Extended school provision
- Children's centres
- Childcare providers
- Health Visiting
- School nursing
- GP
- Midwifery
- Youth Justice Service
- Youth & Connexions
- Play Service
- Police
- Housing
- Voluntary & community

### **Level 3: Complex needs**

The family has complex needs that are likely to require longer-term intervention from statutory and/or specialist services. High level additional unmet needs will usually require a targeted and integrated response.

At this level of need, an EHAP is required to demonstrate early help delivered, and the family should be referred to ECIRS.

A referral to ECIRS may result in a response by Level 3 services or in the case of a safeguarding concern, be escalated to Level 4 Children's Social Care. Appropriate Level 3 services will work with the family either alone or within a multi-agency/multi-disciplinary response to the family's needs. Referrals can be made to the Primary Behaviour Service from mainstream schools following agreement with an Educational Psychologist or through a Special Educational Needs (SEN) panel.

### **Level 4: Acute needs**

Children are suffering harm or are at risk of harm or abuse and require intensive support and protection. Or the family has acute needs requiring statutory intensive support. This level includes the threshold for child protection requiring Children's Social Care intervention.

An EHAP will be required (except for urgent child protection referrals). A Child and Family Assessment (CFA) will be conducted by Children's Social Care once a referral is made.

ECIRS will also refer to the locality teams children in need who require a CFA where there are some safeguarding concerns but no need for immediate action. Schools may follow an agreement with an Educational Psychologist or through an SEN panel.

 For more information on the levels of need, including descriptions and possible indicators please refer to: **Ealing's Assessment Protocol and Thresholds of Need Guidance** which can be found at [www.ealing.gov.uk](http://www.ealing.gov.uk) and type in search box "Threshold of Need Guidance."

## Chapter 7

# Information sharing

With regards to the welfare of children and young people, information sharing is key to enabling early intervention and preventative work. By sharing genuine concerns about a child or family, professionals can construct a more accurate picture about a child's safety and wellbeing.

### Seven rules for information sharing

1. Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is **shared appropriately**.
2. Be **open and honest** with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. **Seek advice** if you are in any doubt, without disclosing the identity of the person where possible.
4. **Share with consent where appropriate** and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case. Seek advice from the Local Authority Designated Officer LADO if needed
5. **Consider safety and wellbeing**. Base your information-sharing decisions on considerations of the safety and wellbeing of the person and others who may be affected by their actions.
6. **Necessary, proportionate, relevant, accurate, timely and secure**. Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
7. **Keep a record** of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Use the flowchart on the next page to help you determine whether or not to share information about a child, young person and/or family you are working with.

 For more information visit: [www.gov.uk/government/publications/information-sharing-for-practitioners-and-managers](https://www.gov.uk/government/publications/information-sharing-for-practitioners-and-managers)

Always be aware of where information is stored and how it is stored. Information regarding children in your care is confidential and should be treated as such. There should be **limited access** by members of staff to a child's information. It should be stored by the Nominated Safeguarding Person (NSP), and only the NSP and their deputy should have access to it. Always check with your internal policy regarding information about a child.

**Remember**, data protection should never be used as an excuse for failure to protect a child or young person from a real risk of harm.

Seek advice if you are not sure what to do at any stage and ensure that the outcome of the discussion is recorded.

# Flowchart of key questions for information sharing

You are asked to or wish to share information

Is there a clear and legitimate purpose for sharing information?

Yes

No

Does the information enable a person to be identified?

Yes

No

Is the information confidential?

Yes

No

Not sure

Seek advice

Do you have consent?

No

Yes

Is there sufficient public interest to share?

No

Yes

No

Do not share

You can share

If you choose to share information:

- Identify how much information to share.
- Distinguish fact from opinion.
- Ensure that you are giving the right information to the right person.
- Ensure you are sharing the information securely.
- Inform the person that their information has been shared if they were not aware of this and it would not create or increase risk of harm.

Record the information sharing decision and your reasons, in line with your organisation's procedures.

## Chapter 8

# The role and responsibilities of the Nominated Safeguarding Person (NSP)

Each organisation is required to have a senior member of staff who will take action if:

- A concern has been raised.
- A report of abuse or risk of harm has been disclosed.
- An allegation has been made against a member of staff/volunteer in relation to the maltreatment of a child.

There are many different terms used for this role, for example Child Protection Officer, Designated Children's Officer or Children's Advocate/Representative. It is important to note that it is not the title which is of importance, but the scope of the responsibilities.

**In Ealing and throughout this guidance this role is referred to as the Nominated Safeguarding Person (NSP).**

## Roles and Responsibilities of the NSP

The NSP has a specific responsibility for safeguarding and child protection matters within their organisation.

The NSP's role and responsibilities include:

- Preparing and implementing a safeguarding policy and ensuring that the policies and procedures are being followed by all members of staff/volunteers. It is imperative that the policy is regularly reviewed and amended if required.
- Recording (in writing) any incidents and conversations regarding an allegation of abuse, a concern made by a child or member of staff and any conversations had thereafter.
- Ensuring that confidential records are kept of any concerns about a child or young person, and of any conversation or referrals to statutory agencies.
- Ensuring that any such records are kept safely and securely.
- Acting as the lead person when an allegation has been made against a member of staff or volunteer.
- Reporting any concerns/disclosures to the Local Authority Designated Officer (LADO), the children's social care or the Police. (If for any reason the NSP or deputy NSP is unavailable, any urgent concerns must be reported immediately.)
- Liaising with the LADO, children's social care or the Police when making referrals.
- Attending meetings following disclosures or investigations, including case conferences, giving support either to a child or to family members (separately, never at the same time unless advised by the LADO to do so).
- Acting as a source of advice on all child protection matters within their organisation and seeking advice and guidance from other agencies as needed, for example from Ealing Children's Integrated Response Services (ECIRS) or the LADO.

- Ensuring all staff/volunteers receive adequate child protection training.
- Promoting the needs of children and young people in the workplace and keeping the staff and volunteers informed on good practice.
- Being available!

## **Need for a Deputy NSP**

Within your organisation there needs to be at least one Deputy NSP. Every organisation must ensure that another senior member of staff is available and equipped to receive any allegations made. For example, if a concern of possible abuse was raised and the NSP was on holiday or unavailable, then the Deputy NSP would be available to deal with the concern. As well, if an allegation is made against the NSP, there must be someone else that the person/s complaining can go to.

## **Working as part of a team**

As well as informing the statutory agencies, the NSP may also be required, as a condition of your organisation's insurance, to inform your insurer of any safeguarding concerns. In addition, if your organisation is part of a larger church or other umbrella organisation there may be an expectation that you inform them. For example within an Anglican Diocese, you may need to contact the bishop's advisor for child protection. It is very important to familiarise yourself with the process within your own organisation and note relevant telephone numbers or contact names and addresses.

As the NSP or Deputy NSP, it is also important to ensure you have support in place, as safeguarding concerns within an organisation can, at times, be emotionally demanding.

## **Who can be a Nominated Safeguarding Person or deputy?**

Even though NSPs do not have to be experts in safeguarding, they need to demonstrate certain skills and knowledge, as well as a commitment to continuous professional development. This ensures that they are equipped to support their organisations in responding to safeguarding concerns and that they provide effective leadership in all safeguarding matters.

To ensure that the right people assume this important role, we have developed a set of criteria which all prospective and current NSPs and deputy NSPs should meet.

## Nominated Safeguarding Person (NSP) and Deputy NSP – What you need to know

### BEFORE you assume the role of the NSP / Deputy NSP

Complete the certified **Introduction to Safeguarding/Child Protection training** within the last two years (this cannot be an online course)

Demonstrate **at least 6 months' experience of working in the children and families sector**  
OR (if you lack experience)  
Demonstrate willingness to develop knowledge and skills necessary for a safeguarding role (this should be a personalised and time-bound professional training & development plan)

Demonstrate a **good level of spoken and written English**

This is necessary as you will be required to attend training, deal with external agencies, make referrals, seek advice etc.

### WITHIN 6 MONTHS after becoming an NSP / Deputy NSP

Complete the following **compulsory training modules** organised by the Ealing Safeguarding Children Board and Ealing CVS:

- Introduction to safeguarding and child protection procedures
- Role of the Nominated Safeguarding Person
- Managing allegations against people who work with children
- Awareness of child sexual exploitation

Join local **safeguarding/children and young people's networks** and mailing lists:

- Children and Young People's Forum
- Safeguarding eNews
- Ealing CVS's Nominated Safeguarding Persons database

For early years settings, attend the half-termly Nominated Safeguarding Person Network meetings, bookable through Early Years CPD online (visit [www.earlyyears.ealingcpd.org.uk/cpd](http://www.earlyyears.ealingcpd.org.uk/cpd))

## **What should the NSP do if they have or receive a child protection concern?**

It is likely that you could be directly contacted by a child or young person who may disclose they have been abused, a staff member or volunteer may approach you with a concern, or a parent may want help or advice.

Where there is a concern of physical abuse, emotional abuse or neglect, the following general guidelines should be followed:

- If deliberate injury is suspected, there is concern for a child's safety or the child is afraid to return home, ECIRS or the Police should be contacted without delay. Please note: Do not discuss with parents/carers.
- Seek medical help if needed urgently, advising doctor of suspicions.
- If a child is not in immediate risk (for example, poor parenting), contact the ECIRS team for advice.

Where sexual abuse is suspected or disclosed:

- Always contact ECIRS or the Police immediately.
- Do not tell the parents/carers.
- Always follow up the telephone referral with a written referral and ask for confirmation within ONE working day.

If concerns relate to allegations made against professionals (for example, a staff member or volunteer), contact the LADO immediately.

## Chapter 9

# Responding to a child or young person (disclosures of abuse)

If a child/young person says that they are being abused or provides information that suggests that they are being abused ('allegation of abuse'), the person receiving that information should:

- Report the disclosure to their NSP/Deputy NSP immediately.
- Remain calm, accessible and receptive.
- Listen carefully without interrupting or asking leading questions.
- Communicate with the child/young person in a way that is appropriate to their age, understanding and preference.
- Be aware of the non-verbal messages you are giving.
- Make it clear that you are taking them seriously.
- Acknowledge their courage and reassure them that they are right to tell.
- Reassure them that they should not feel guilty and say that you're sorry that this has happened to them.
- Let them know that you are going to do everything you can to help them and what may happen as a result.
- Make a note of what was said and who was present, using the child/young person's actual words wherever possible.



See [Appendix 4: Incident/concern recording log](#)

### You should NEVER:

- Investigate or seek to prove or disprove possible abuse.
- Make promises about confidentiality or keeping 'secrets' to children/young people.
- Assume that someone else will take the necessary action.
- Jump to conclusions, be dismissive or react with shock, anger, horror etc.
- Speculate or accuse anybody.
- Investigate, suggest or probe for information.
- Confront another person (adult or child/young person) allegedly involved.
- Offer opinions about what is being said or the persons allegedly involved.
- Forget to record what you have been told.
- Fail to pass this information on to the correct person.

**Remember** to always **RECORD** what has happened and **REPORT** to the Nominated Safeguarding Person /Deputy NSP.

## Chapter 10

# Types and indicators of abuse

### Physical abuse

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

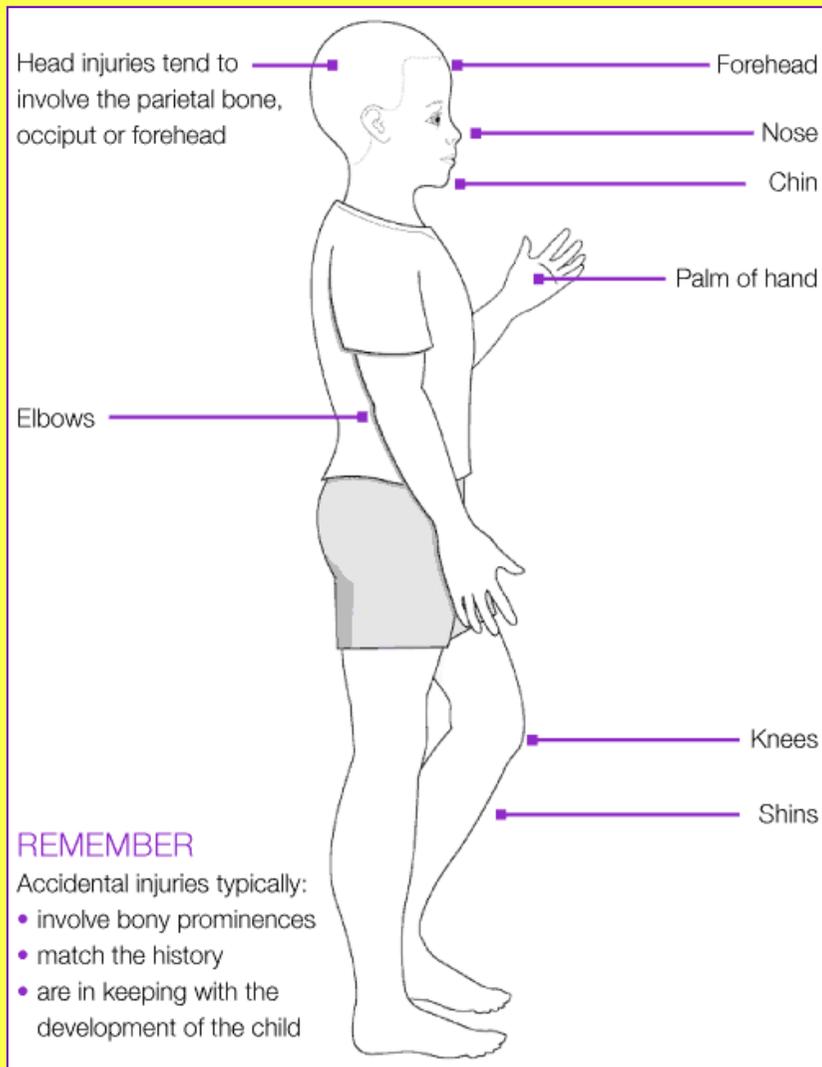
#### Physical signs

- 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
- 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
- Bruising on the arms, buttocks and thighs
- Human bite marks
- Any burn with a clear outline (circular burns from cigarettes, linear burns, scalds that have a line indicating immersion or poured liquid)
- Fractures (especially in non-mobile children; unexplained fracture in the first year of life; if there are associated old fractures; if the history provided is vague, non-existent or inconsistent with the fracture type)
- Female genital mutilation (FGM)

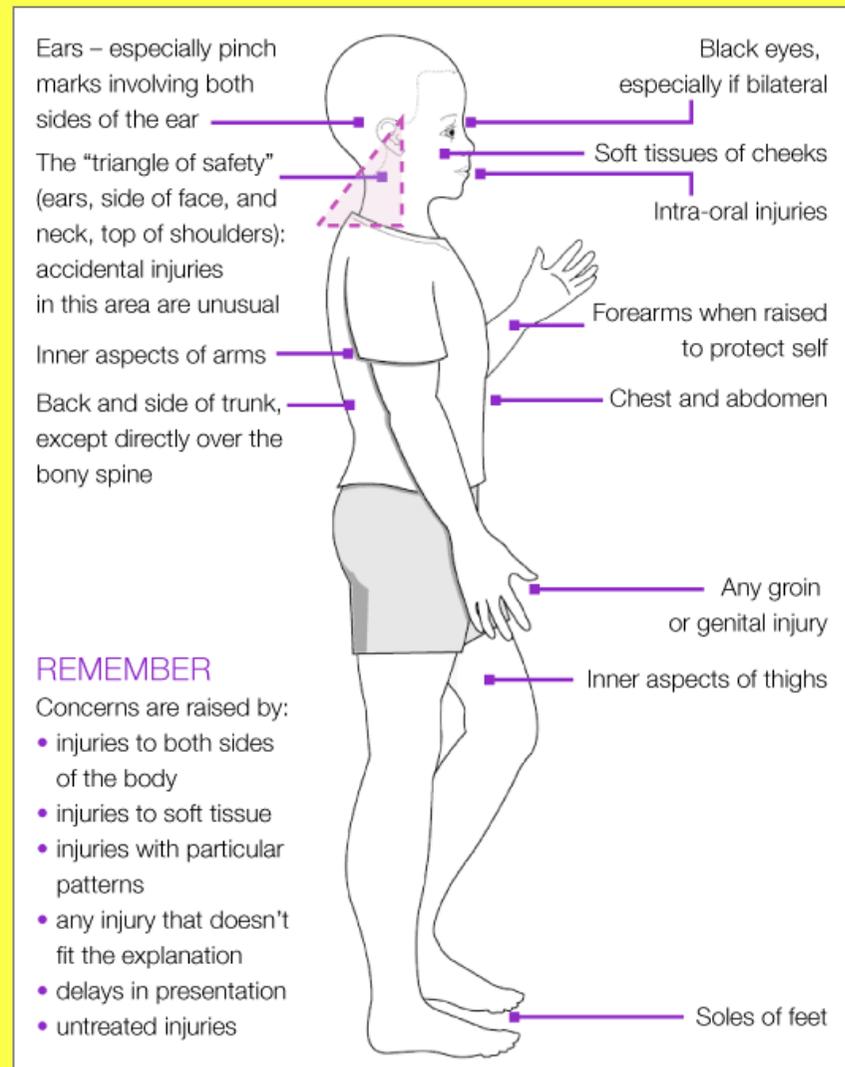
#### Behavioural signs

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents or carers are uninterested or undisturbed by an accident or 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)
- Frequent use of different doctors and Accident & Emergency departments
- Reluctance to give information or mention previous injuries

## Accidental



## Non-accidental



Please note that the diagrams above show only the common places for certain types of injuries.

Both accidental and non-accidental injuries can occur ANYWHERE on the body.

## Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- Imposing age or developmentally inappropriate expectations on a child. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- Seeing or hearing the ill-treatment of another, such as domestic abuse.
- Serious bullying (including cyber bullying), causing a child to frequently feel frightened or in danger, or the exploitation or corruption of a child.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical.

The indicators of emotional abuse are often also associated with other forms of abuse. Professionals should therefore be aware that emotional abuse might also indicate the presence of other kinds of abuse.

### Physical signs

- Developmental delays – emotional or physical
- Failure to grow or thrive

### Behavioural signs

- Abnormal attachment between a child and parent (e.g. anxious, indiscriminate or no attachment)
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Appeasing behaviour towards others
- Scapegoated 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

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

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

### Physical signs

- Failure by parents or carers to meet essential physical needs (e.g. adequate or appropriate food, clothes, warmth, hygiene and medical or dental care)
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause

### Behavioural signs

- Failure by parents or carers to meet essential emotional needs (e.g. to feel loved and valued, to live in a safe, predictable home environment)
- Child frequently absent from school
- Child left with inappropriate carers (e.g. too young, complete strangers)
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

## Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving a child or young person in looking at, or in the production of, sexual images, watching sexual activities, encouraging a child or young person to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse can be very difficult to recognise and reporting sexual abuse can be an extremely traumatic experience for a child. Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear.

If a child makes an allegation of sexual abuse, it is very important that they are taken seriously. Allegations can often initially be indirect as the child tests the professional's response. There may be no physical signs and indications are likely to be emotional or behavioural.



Child sexual exploitation is also a form of sexual abuse – for more information see [Chapter 16: Child sexual exploitation](#).

### Physical signs

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a child
- Physical symptoms such as:
  - injuries to the genital or anal area
  - bruising to buttocks, abdomen and thighs
  - sexually transmitted disease
  - presence of semen on vagina, anus, external genitalia or clothing

### Behavioural signs

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Contact or non-contact sexually harmful behaviour
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorders, self-mutilation and suicide attempts)
- Involvement in sexual exploitation or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes in situations such as sports events or medical exams

## Chapter 11

# What to do if your concerns are not about abuse

Sometimes concerns about a child/young person may not be about abuse. You may be concerned that a child/young person or family need some help in making sure all the child's needs are met to address a particular problem or a family situation that may affect the child's wellbeing in the future. Examples of this might be where a child is suffering due to poverty, difficulties at school, witnessing relationship breakdown in the home, needing support with a disability etc. In these cases, where a multi-agency or targeted approach may be necessary, the EHAP (Early Help Assessment and Plan) could be initiated with the consent of the parent/carer.

### The EHAP (Early Help Assessment and Plan)

The EHAP is a process by which the needs of a child or young person are assessed within the context of the family, and an action plan to meet those needs is agreed and progressed. It promotes the importance of identifying needs and delivering help as early as possible. And it shifts the focus from looking at the child/young person's needs primarily to establishing a greater understanding of the challenges faced by the family as a whole and delivering help wherever possible.

### How does the EHAP work?

When a professional identifies that a child/young person and their family may benefit from multi-agency support, an EHAP can be initiated with consent from the parent/carer. A Team Around the Family (TAF) meeting is held, with the child/young person and their parent/carer, the EHAP Initiator and other relevant professionals. A Lead Professional is appointed, an assessment carried out and an action plan agreed. There are subsequent review meetings until the EHAP is closed, once the desired results for the child/young person and their family have been achieved. This process ensures that children/young people and their families are able to access the help and support they need without having to undergo numerous assessments.



For EHAP enquiries, support, training and resources, call the Family Information Service on 020 8825 5588 or email [EHAP@ealing.gov.uk](mailto:EHAP@ealing.gov.uk) or download the EHAP guidance at [www.ealing.gov.uk/EHAP](http://www.ealing.gov.uk/EHAP)

## **Early intervention services in Ealing**

### **SAFE 0-18 (Supportive Action for Families in Ealing)**

SAFE 0-18 is a multi-agency service based on a partnership between Ealing Council, the West London Mental Health Trust and Ealing Primary Care Trust.

SAFE 0-18 teams consist of health professionals, psychologists, therapists, counsellors, school and family workers and social workers. SAFE 0-18 works with children, young people and their families offering a holistic approach to dealing with family situations to try and prevent difficulties from escalating to a point where intervention from social services or other specialist/statutory agencies becomes necessary.

When to use SAFE 0-18:

- When there is concern about a child's behaviour at home or at school.
- When there is a problem at school that needs the support of a school and family worker to arrive at a workable solution.
- When there is domestic violence, abuse or relationship breakdown in the home.
- For families with multiple problems including social issues such as debt and housing.
- When there is addiction or substance misuse in the home.
- For mental health issues that impact on the wellbeing of a child or young person.
- For parenting issues and family stress.

Professionals as well as families wishing to self-refer must in the first instance contact the Ealing Children's Integrated Response Service (ECIRS) so that the needs of the family and threshold level of each case can be assessed and then referral made to the most relevant services, which includes SAFE 0-18.

Telephone: 020 8825 8000

Email: [ECIRS@ealing.gov.uk](mailto:ECIRS@ealing.gov.uk)

### **Ealing Family Information Service (FIS)**

The FIS is an Ealing Council service dedicated to providing information for children, young people and families. The FIS team handle enquiries, do outreach information sessions at events and maintain information points at key locations around the borough.

- The FIS is the key support service for professionals using the EHAP, including EHAP registration, EHAP training and advice, information and guidance.
- The FIS can be invited to deliver outreach information sessions to venues and events.
- The FIS supports development of information points and delivery to families.

Telephone: 0208 825 5588

Email: [children@ealing.gov.uk](mailto:children@ealing.gov.uk)

## Children's centres

Children's centres offer a wide range of services for children up to five and their families, including antenatal and postnatal appointments, child health clinics, speech and language appointments and drop-ins, stay and play, family and adult learning, parent and family support and childcare. Services are provided at the centre and in the community with outreach and family support workers able to visit families in their own home. Most services are free and open to all, some services are accessed through a referral, for which there may be a criteria.

-  To find your local children's centre or a list of the activities offered, you can visit the Children's Centre website and download the Children's Centre guide at [www.childrenscentre.org.uk](http://www.childrenscentre.org.uk)

## Children's Centre Family Service (CCFS)

The Children's Centre Family Service works with children and families in children's centres, out in the community as well as offering home-visiting. They build and nurture good relationships with families so people feel confident to talk about any issues they may need help with.

Using the EHAP (Early Help Assessment and Plan) they work with families to agree an action plan - offering a package of help and support from within the CCFS and with other services that can provide the help needed.

CCFS helps families:

- With managing child behaviour, offering parenting advice and support.
- By being their advocate, for example at an official meeting where they may struggle to understand and manage their situation or a particular issue.
- Apply for a nursery place or for the two-year-old free childcare offer.
- Access services such as Speech and Language Therapy and disability services.
- Access children's centre services and understand application forms and formalities.
- By running parenting groups young parents group for under 25s.
- By running stay and play sessions and demonstrating play to parents to encourage bonding and learning through play between parent and child.

You can refer to CCFS by contacting the Family Information Service on 020 8825 5658 or 020 8825 5588, or email: [children@ealing.gov.uk](mailto:children@ealing.gov.uk)

## Chapter 12

# What to do if you think a child is being abused or neglected

If you think a child/young person is being abused, inform your NSP (or Deputy NSP) who should contact ECIRS on 020 8825 8000 (24hrs).

In emergencies, or if immediate action is required, call the Police on 999.

It is the responsibility of the Nominated Safeguarding Person (NSP) or their deputy to contact Ealing Children Integrated Response Service (ECIRS) for any concerns about abuse or neglect.

### **Do I inform the parents/carers about contacting ECIRS?**

Unless you feel it could place the child/young person at risk, you should inform the parents/carers that you have contacted ECIRS. Though you do not need consent from the parent/carer, parental cooperation will almost always benefit the child/young person and ease the investigative process. However, make sure you discuss with ECIRS what – if anything – you should say to the child's parents/carers.

### **What happens once you have contacted ECIRS?**

From this point concerns are known as 'referrals'. When you make a referral into ECIRS you will be asked for some basic information and then passed on to a duty worker to discuss your concerns. You will be expected to have obtained consent prior to making your referral unless this would place a child or young person at risk.

Social workers then have a duty by law to investigate the situation or circumstances that have led to the referral.

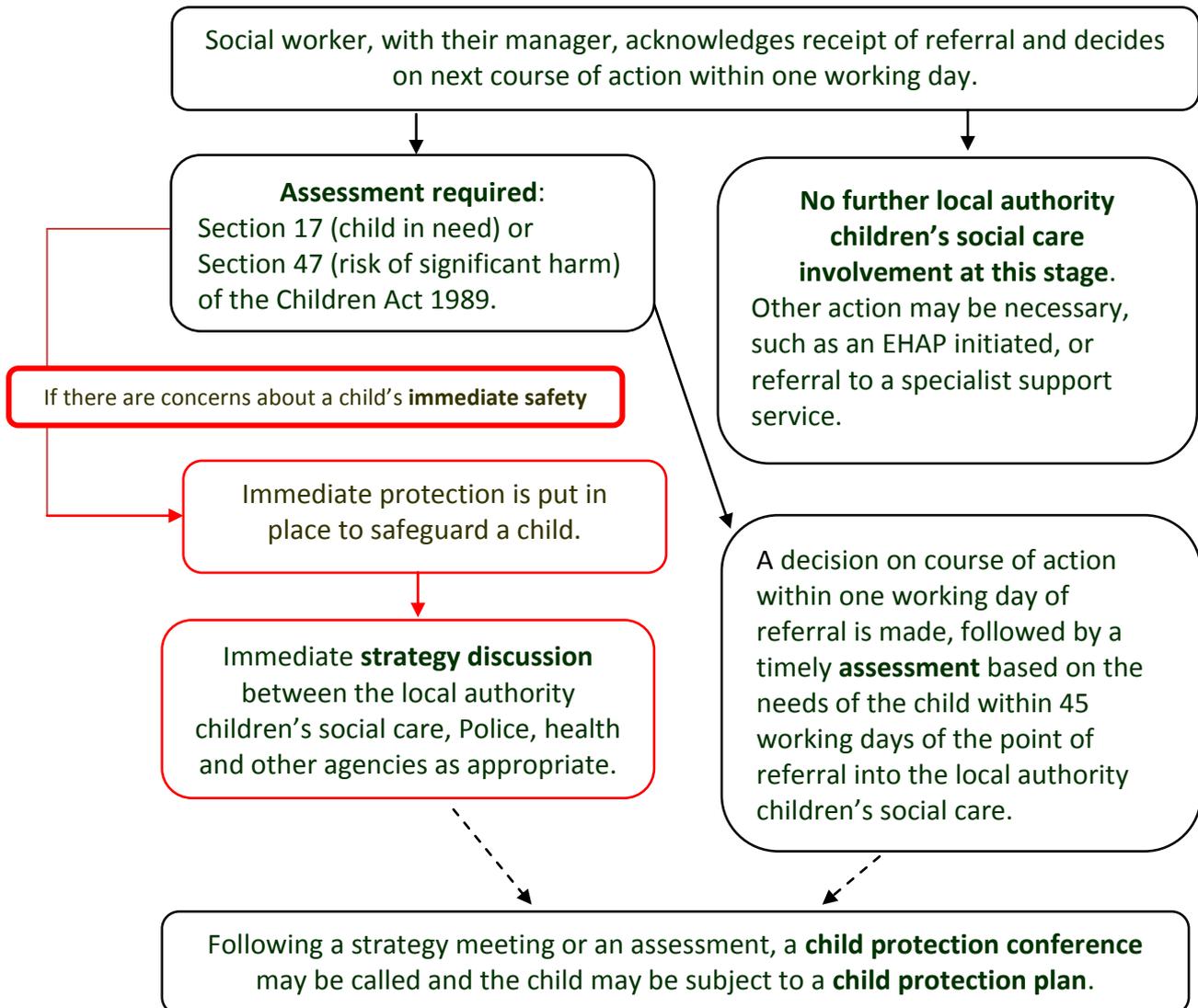
ECIRS will handle cases as appropriate. This means:

- If there is evidence that a child or family is in need of ongoing support (and the threshold for social care intervention is not met) referrals will be passed on to the SAFE 0-18 service. Cases will be referred to SAFE within two to three days; however, where more information or input is needed, cases will remain with ECIRS for up to a maximum of 10 days.
- Where it is evident that a child is at risk or in need of a high level of support, the case will be referred to one of Ealing Council's social care locality teams responsible for

child protection and complex children in need cases. All urgent cases where a child is at risk will be passed immediately to the relevant locality team.

- ECIRS will write to confirm the outcome of your referral within 24 hours if there are child protection concerns, or within seven to ten days for all other concerns.
- In some situations, the Police have a duty to investigate circumstances where it is believed a child has been harmed.

## Possible outcomes of a referral to ECIRS



## Child protection conferences

If the assessment indicates that the child is at risk of significant harm, a child protection conference may be called. This is a meeting attended by the parents of the child, the child (where appropriate) and all key agencies involved with the child.

A child under 12 would normally not attend, though an older child might. However, the social worker will speak to the child before the conference and will present their views during the conference. The conference will be chaired by an independent person.

The aim of the conference is to bring together and analyse, in an inter-agency setting, all relevant information and plan how best to safeguard and promote the welfare of the child. It is the responsibility of the conference to make recommendations as to how agencies work together to safeguard the child in future.

-  For more information, see 'Processes for managing individual cases' in Working Together to Safeguard Children at [www.gov.uk/government/publications/working-together-to-safeguard-children](http://www.gov.uk/government/publications/working-together-to-safeguard-children)
  
-  For more information refer to **Ealing's Assessment Protocol and Thresholds of Need Guidance** at [www.ealing.gov.uk](http://www.ealing.gov.uk) and type in search box "Threshold of Need Guidance."

## Safeguarding - DOs and DON'Ts

It is vital that all adults working with children understand their roles and responsibilities to safeguard and promote their welfare and protect them from abuse and neglect. The areas listed below should be used to check if the related policies and procedures are being adhered to in everyday practice.

### DO record:

- Always make a record of what happened – the incident or concern, the exact words used by the child where possible (if they disclosed anything) and any immediate actions taken.
- Use your organisation's standard recording log.
- Remember to date and sign the recorded information.



Please refer to [Appendix 4: Incident/concern recording log](#)

### DO report:

- Always report your concerns to the Nominated Safeguarding Person (NSP) or the Deputy NSP. In their absence, contact Ealing Children Integrated Response Service (ECIRS) for advice or contact a Child Protection Advisor.
- Ensure every member of staff and volunteer is aware who the NSP and Deputy NSP are in your organisation.
- If you believe a child is in danger – contact the Police immediately!



Please refer to [Chapter 8: The role and responsibilities of the NSP](#)

### DO seek advice:

- If you are in doubt about anything you should or should not be doing – seek advice from your Nominated Safeguarding Person, their Deputy, or the Ealing Children's Integrated Response Service (ECIRS).



Please refer to [Appendix 7: Key contacts in Ealing](#)

### DON'T investigate:

- Don't try to prove or disprove any information – it is not your job and you would be placing the child and yourself at risk.
- Remember, you are not authorised to investigate child protection matters – this is the job of children's social care and the Police.



Please refer to [Chapter 9: Responding to a child/young person](#)

### DON'T ignore concerns or delay your response:

- Don't dismiss concerns, reports, disclosures and/or allegations.
- Don't delay your response – the sooner you act, the easier it is to put support in place and manage any risks/needs.



Please refer to [Chapter 11: What to do if your concerns are not about abuse](#)

# Dealing with concerns about a child/young person

Staff/volunteer **REPORTS** concern/s to the NSP, Deputy NSP or a manager & **RECORDS** concern/s (using recording log – see **Appendix 4**)

Is there a risk of **significant harm** to the child?

In an emergency dial **999** for the Police for an immediate response

Yes

**Refer to Ealing Children's Integrated Response Service (ECIRS) 020 8825 8000 (24hrs)**

Remember to make a record of initial referral details (time, date, person spoken to).

You should receive a confirmation of referral from ECIRS within 24 hours.

REMEMBER, it is your responsibility to follow up on a referral, so contact ECIRS again if you have not received a confirmation.

Keep a written record of all your actions.

No

Refer family to local SAFE teams via ECIRS.

Gain consent from parents (and child aged 12+) to initiate EHAP process.

No consent

Consent given

**If consent not given**  
Continue to monitor the child and family and be prepared to contact children's social care if the situation escalates. ECIRS may advise that an EHAP is initiated

Contact FIS Team to find out if an EHAP exists for the child/young person or a sibling, and how you can contribute to it.

If an EHAP does not exist, and you have consent from the family you can initiate an EHAP.

If you have any doubts about the level of need or risk, are not sure whether you should be making a referral or simply don't know what to do when you have a concern, call Ealing Children's Integrated Response Service (ECIRS) for advice and support, or speak to a child protection advisor on 020 8825 8930.

## Chapter 13

# Children in specific (or special) circumstances

Children/young people may be affected by many different forms of abuse. Some may be more vulnerable, and significant harm is always a very real risk for these children. Highlighted below are some specific circumstances where children may be at risk or are suffering significant hardships. A high degree of awareness and cooperation between professionals is essential in recognising and identifying abuse in these specific circumstances.

### **Bullying**

Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for the victims to defend themselves.

The damage inflicted by bullying is often underestimated. It can cause considerable distress to children, to the extent that it affects their health and development and can be a source of significant harm, including self-harm and suicide. Professionals should be aware that bullying can rapidly escalate into sexual or serious physical or emotional abuse.

Bullying can take the following forms: physical abuse (e.g. hitting or kicking); verbal or mobile telephone/online (internet) message abuse (e.g. racist, sexist or homophobic name-calling or threats); mobile telephone or online (internet) visual image abuse – these can include real or manipulated images; emotional abuse (e.g. isolating an individual from the group or emotional blackmail).



Safe Network: [www.safenetwork.org.uk/help\\_and\\_advice/pages/antibullying.aspx](http://www.safenetwork.org.uk/help_and_advice/pages/antibullying.aspx)

### **Children and young people with disabilities**

Any child with a disability is by definition a 'child in need' under section 17 of the Children Act 1989. This means that local authorities have a legal duty to support them and their families to ensure that they are safeguarded and that their needs are met.

Research suggests that children with a disability are three to four times more vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect than children who do not have a disability (Ofsted 2012). The increased vulnerability is attributed to risk factors such as: increased likelihood of being socially isolated; dependency on parents and carers for practical assistance in daily living, including intimate personal care; an impaired capacity to resist or avoid abuse; possible communication barriers, such as speech impairments; as well as limited access to someone they can trust to disclose that they have

been abused. Evidence also indicates that disabled children are especially vulnerable to bullying and intimidation.

Safeguards for disabled children are essentially the same as for non-disabled children. Particular attention should be paid to promoting a high level of awareness of the risks of harm and high standards of practice, and strengthening the capacity of children and families to help them.

 Safeguarding disabled children: Practice guidance, DfE:  
[www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance](http://www.gov.uk/government/publications/safeguarding-disabled-children-practice-guidance)

 Contact a Family: [www.cafamily.org.uk/professionals](http://www.cafamily.org.uk/professionals)

## Gangs and serious youth violence

Within the child protection context there is no definitive definition of the word ‘gang’; however a gang can be broadly described as a relatively durable, predominantly street-based group who see themselves (and are seen by others) as a distinct group for whom crime and violence is integral to the group’s identity.

A child who is affected by gang activity or serious youth violence can be at risk of significant harm through physical, sexual and emotional abuse. The risk or potential risk of harm to the child may be as a victim, a perpetrator or both – in relation to their peers or to a gang-involved adult.

One factor which influences a child’s propensity to imitate violence is parenting which is permissive and neglectful, resulting in a lack of guidance and creating ineffectiveness and poor self-control for a child. The child is then not equipped to resist an environment or group which instigates violence.

The factors which influence a child’s propensity to initiate violence include: maltreatment; trauma; parenting which is cold or uncaring, non-nurturing and neglectful, or that includes harsh disciplining.

 Safeguarding children affected by gang activity / serious youth violence:  
[www.londonscb.gov.uk/files/2010/resources/gangs\\_syv/safeguarding\\_children\\_affected\\_by\\_gang\\_activity\\_or\\_syv.pdf](http://www.londonscb.gov.uk/files/2010/resources/gangs_syv/safeguarding_children_affected_by_gang_activity_or_syv.pdf)

## Lesbian, gay, bisexual and transgender (LGBT)

Children and young people can identify themselves as lesbian (women attracted to women), gay (men attracted to men), bisexual (people who are attracted to both men and women), transgender (people who see their gender identity as different from the one ascribed to them at birth) or transsexual (people who take steps to change their gender, for example through clothing, hormone therapy or surgery).

LGBT children and young people may experience discrimination, domestic abuse from family members, prejudice and bullying, become victims of hate crime and suffer serious harm through physical, sexual, emotional abuse and/or neglect. Children and young people who are unsure about their sexual orientation or gender identity, or are unable to disclose their sexual orientation or gender identity to their families or social support networks, are more vulnerable to sexual exploitation, depression, self-harm and/or involvement in substance misuse, and are more likely to engage in risky behaviour or find themselves coerced into inappropriate relationships. In some communities, they may also be more vulnerable to forced marriage or honour-based violence.

 Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

Safe Network:

 [www.safenetwork.org.uk/training\\_and\\_awareness/Pages/supporting-lgbt-young-people.aspx](http://www.safenetwork.org.uk/training_and_awareness/Pages/supporting-lgbt-young-people.aspx)

## Private fostering

Private fostering is an arrangement through which a parent (or guardian) arranges for their child or children to live for 28 days or more with someone who is not a close relative (a close relative can include a step-parent, grandparent, brother, sister, uncle or aunt).

It only applies to children under the age of 16 years, or 18 if the young person is disabled.

Private fostering arrangements are made for a variety of reasons such as:

- Children/young people who are living with a friend's family as a result of parental separation, divorce or arguments at home.
- Young people living with the family of a girlfriend or boyfriend.
- Children who have been sent to England for education or medical treatment.
- Children being cared for while their parent/s is hospitalised or imprisoned.
- Children on holiday exchanges or attending language schools.
- Children whose parents work unsocial hours.

If you have this type of arrangement you must contact Ealing Children's Integrated Response Service (ECIRS) on 020 8825 8000.

 Somebody Else's Child: [www.privatefostering.org.uk/public](http://www.privatefostering.org.uk/public)

 DfE guidance: [www.gov.uk/government/publications/children-act-1989-private-](http://www.gov.uk/government/publications/children-act-1989-private-)

## fostering

### Spirit possession or witchcraft

Spirit possession or witchcraft can be defined as a situation where parents, families and/or the child believe that an evil force has entered a child and is controlling them; the belief includes the child being able to use the evil force to harm others. This 'evil' is variously known as 'black magic', 'kindoki', 'ndoki', 'the evil eye', 'djinn', 'voodoo', 'obeah'. A child may be subjected to emotional abuse and is often accused of being a witch or sorcerer. A belief in spirit possession is not confined to particular countries, cultures, religions/faiths or communities.

A child may suffer emotional abuse if they are labelled and treated as being possessed with an evil spirit. In addition, significant harm to a child may occur when an attempt is made to 'exorcise' or 'deliver' the evil spirit from the child. The forms of abuse, also known as acts of exorcism, can include physical, emotional and sexual abuse as well as neglect.

Common factors that put a child at risk of harm include:

- Belief in evil spirits (this is commonly accompanied by a belief that the child could 'infect' others with such 'evil').
- Scapegoating as they are perceived to be 'different' and not 'normal' (for instance due to a disability, occasional bedwetting or rebelliousness).
- Rationalising misfortune by attributing it to spiritual.
- Changes and/or complexity in family structure or dynamics.
  - Change of family circumstances for the worse; and parenting difficulties.



National action plan to address child abuse linked to faith or belief, DfE 2012: [www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief](http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief)



What is Witchcraft Abuse, AFRUCA (Africans Unite Against Child Abuse): [www.west-info.eu/files/What-is-witchcraft-abuse1.pdf](http://www.west-info.eu/files/What-is-witchcraft-abuse1.pdf)

### Trafficking

Human trafficking is the movement of a person from one place to another into conditions of exploitation, using deception, coercion, the abuse of power or the abuse of someone's vulnerability. A trafficked child is coerced or deceived by the adult who brings them into the country or moved around the UK. When the child arrives in the UK or is moved within the country, they are denied their human rights and are forced into exploitation by the trafficker or the adult/s into whose control the child is delivered.

Whether they are born within the UK or not, children are at risk of being trafficked nationally, as well as across boroughs.

Trafficked children may experience various types of exploitation, including domestic servitude, sexual exploitation, forced marriage, criminal activity such as street robbery or credit card fraud, begging, benefit fraud, acting as a drug mule or decoy for adult traffickers, sweatshop or restaurant work. All professionals must be aware that children are legally incapable of consent to exploitation.

The physical, sexual and/or emotional abuse and neglect a trafficked child may suffer  constitutes significant harm.

Safeguarding trafficked and exploited children:

 [www.londonscb.gov.uk/procedures/supplementary\\_procedures](http://www.londonscb.gov.uk/procedures/supplementary_procedures)

ECPAT UK: [www.ecpat.org.uk/content/guidance-professionals-working-children-who-may-have-been-trafficked](http://www.ecpat.org.uk/content/guidance-professionals-working-children-who-may-have-been-trafficked)

## Unaccompanied asylum-seeking children

Unaccompanied asylum-seeking children are children under the age of 18 who are seeking asylum and are not living with their parents, relatives or guardians in the UK. Most arrive from countries which have experienced, or are experiencing, war and endemic violence.

Unaccompanied asylum-seeking children (UASC) require a broad range of support, including legal advice, advocacy, emotional and/or psychological support, language support, help with adapting to a different culture and other basic needs such as health, education, housing and general care.

Evidence indicates that some children trafficked into the UK apply for asylum following instructions received by the traffickers. Research and evidence also show higher vulnerability of unaccompanied asylum-seeking children to sexual exploitation and going missing from care, home and/or school.

All unaccompanied asylum-seeking children should be referred to a local authority's  children's social care as there is a statutory duty of care towards them.

The Children's Society: [www.childrensociety.org.uk/what-we-do/policy-and-lobbying/young-refugees-and-migrants-0](http://www.childrensociety.org.uk/what-we-do/policy-and-lobbying/young-refugees-and-migrants-0)

Refugee Council Children's Section:  
[www.refugeecouncil.org.uk/what\\_we\\_do/childrens\\_services](http://www.refugeecouncil.org.uk/what_we_do/childrens_services)

## Young Carers

Young carers are children and young people under the age of 18 who look after someone in their family that suffers from an illness, a disability, a mental health problem or a substance misuse problem. Young carers take responsibility for the practical and/or emotional caring responsibilities that would normally be expected of an adult.

The term does not apply to the everyday and occasional help around the home that may often be expected of or given by children in families. A young carer's responsibilities persist over time and are important in maintaining the health, safety or day-to-day wellbeing of the person cared for and/or the wider family.

Young carers are particularly vulnerable; their caring responsibilities can significantly affect their health and development. Many young carers experience social isolation, a low level of school attendance, some educational difficulties, low self-esteem, emotional and physical neglect, and conflict between loyalty to their family and their wish to have their own needs met.

 Young Carers/Carers Trust: [www.youngcarers.net](http://www.youngcarers.net)

Safe Network:

[www.safenetwork.org.uk/help\\_and\\_advice/best\\_safeguarding\\_practice/pages/young-carers.aspx](http://www.safenetwork.org.uk/help_and_advice/best_safeguarding_practice/pages/young-carers.aspx)

## Children who go missing from home, care or school

Children who go missing, even for a short period, can be vulnerable to significant harm. There are particular concerns about the links between children who go missing and the risk of sexual exploitation. Children who are looked after, for example those who are in care by the local authority and go missing from their placements, are exceptionally vulnerable.

A child going missing from school could also be an indication that the child has experienced harm or abuse or is at serious risk. In addition to the impact on academic achievement, you should consider if there are other risk factors such as potential forced marriage or female genital mutilation (FGM) which may be influencing the absence from school.

There is an established link between children who are missing and sexual exploitation.



See [Chapter 16: Child sexual exploitation](#)

If you become concerned about a child going missing, you should contact ECIRS on 020 8825 8000.

## Chapter 14

# Online/e-safety

The internet, mobile phones, social networking and other interactive tools and spaces have transformed the way in which we live. Children and young people are among the early adopters of the new technologies and move effortlessly between the various interactive services and devices to communicate, create and share content with family and friends.

While most children and young people use the internet responsibly and safely, it is essential that all potential risks are recognised, identified and mitigated, and that staff and volunteers feel confident about evaluating e-safety and seeking help when needed.

E-safety can be broken down into four over-arching issues:

- Unwanted contact/grooming.
- Cyberbullying.
- Harmful content or illegal materials.
- Privacy/digital footprints.

In the community and voluntary sector, professionals have the responsibility to firstly support children and young people to stay safe online and secondly to manage an e-safe environment within their organisation.

### **Supporting children and young people to stay safe online**

All staff and volunteers have the responsibility to support children and young people to stay safe and use internet responsibly by:

- Educating children and young people about the potential risks and ways of avoiding/mitigating them.
- Raising awareness of issues such as grooming, cyberbullying, technology-based sexual exploitation and pornography.
- Providing children and young people with information about expert organisations and sources of help and advice.
- Supporting parents and carers to effectively monitor their children's access to and use of internet and help their children stay safe online.

Key messages for children and young people:

- Know who you're talking to, as people aren't always who they say they are.
- Learn how to use and set security settings across a range of devices.
- Keep your personal information private.
- Know how to report on sites and services you are using.
- Implications of owning a mobile and location services.
- Understand your digital footprint.

- Implications of self-taken images and video.
-  • Future implications of actions of online behaviour.

For dedicated resources for professionals, parents/carers, children aged 5-7, 8-10, 11-13 and 14+, visit CEOP ThinkUknow: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

## Creating and managing an e-safe environment within your organisation

It is the responsibility of the Nominated Safeguarding Person (NSP) and management to ensure your organisation has an e-safety policy and clear rules regarding the use of the internet, social media, mobile phones and any other modern technology tools within the workplace.

The key rules that staff and volunteers should follow are:

- Avoid using personal technology (mobile phones, email addresses etc.) for professional business. Use equipment provided by your organisation.
- Do not take photographs of children on your mobile phone or personal camera.
- Do not accept or invite children or their families as 'friends' or contacts on social networking sites.
- Remember if you use social networking sites and your security settings are public these can be viewed by the children, young people or families you are working with. Ensure your personal profile on social media websites (such as Facebook) is not publicly visible and that it does not contain any inappropriate content (such as pictures of you while drunk or wearing revealing clothing).
- Make all staff, children and young people aware of the meaning and importance of professional boundaries and how they impact on the relationship between children/young people and staff/volunteers.



See also **Chapter 24: Good practice in establishing professional boundaries for you and your organisation**, for guidance on photographing and recording children and use of mobile phones.

## Reporting e-safety issues

### Grooming or other illegal behaviour

In an emergency dial 999, and otherwise visit [www.ceop.gov.uk](http://www.ceop.gov.uk)

### Criminal content online

Criminal content online, such as child sexual abuse images or criminally obscene adult content, should be reported to the Internet Watch Foundation at [www.iwf.org.uk/report](http://www.iwf.org.uk/report)

Content which incites hatred on the grounds of race, religion and sexual orientation, disability and transgender identity should be reported to True Vision at [www.report-it.org.uk](http://www.report-it.org.uk)

### **Media content inappropriate for children**

To complain about an advert, television or radio programme, film newspaper, magazine, video game or other content that is unsuitable for children to see or hear report it through ParentPort at [www.parentport.org.uk](http://www.parentport.org.uk)

### **Online scams**

Report financially motivated scams to Action Fraud online at [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

# E-safety incident raised by child/young person or member of staff

Inform the Nominated Safeguarding Person and record in the incident log (see Appendix 4).

Is the child at immediate or imminent risk?

**YES** Child is at **IMMEDIATE** risk, e.g. *going* to meet someone they have met online  
**Contact Police on 999**

**YES** Child is at **IMMINENT** risk, e.g. *planning* to meet someone they have met online  
**Contact ECIRS on 020 8825 8000**

**NO**

**Inappropriate activity or material**  
(Bullying, adult content, peer related threats/harassment, hacking, creating fake accounts, circulating offensive content such as messages/photos/images, websites promoting issues such as self-harming and extremist behaviour found or suspected)

**Illegal/harmful activity or material**  
(Grooming, online sexual exploitation, sexually explicit material shared with a child e.g. images/chat/conduct, child abuse images, high end cyberbullying, sexting found or suspected)

Who is accountable?

Who is accountable?

**CHILD**

- Inform parents/carers
- Report to internet site if appropriate
- Log incident and keep any evidence e.g. screenshots & emails
- Refer for counselling if necessary

**STAFF**

- Report to manager
- Report to LADO (within 1 day)
- Log incident and keep any evidence report to police if necessary
- Follow disciplinary procedures

- Debrief on E-safety incident and lessons learnt
- Review policies, procedures, technical tools and monitoring methods
- Review risk assessment to prevent future incidents
- Run awareness raising sessions for children and parents/carers

**CHILD**

- Inform parents/carers
- Keep any evidence e.g. screenshots & emails
- Refer to ECIRS
- Refer for counselling if necessary
- Report:
  - If Illegal Activity**  
Report to Police
  - If Illegal Content**  
Report to Internet Watch Foundation
  - Child at Risk**  
Report to CEOP

**STAFF**

- Report to manager
- Report to LADO (within 1 day)
- Log incident and keep any evidence e.g. screenshots & emails
- Follow disciplinary procedures
- Report:
  - If Illegal Activity**  
Report to Police
  - If Illegal Content**  
Report to Internet Watch Foundation

## Chapter 15

# Domestic violence and abuse



This chapter should be read with [Chapter 17: Violence against women and girls](#).

### What is domestic violence and abuse?

Domestic abuse can be defined as physical, sexual, psychological or financial violence that takes place within an intimate or family-type relationship, and that forms a pattern of coercive, controlling or threatening behaviour. This can include forced marriage, 'honour crimes', abuse of power and abuse of gender-based privilege.

Domestic violence is a part/form of domestic abuse and includes a range of abusive behaviours, not all of which are in themselves physically 'violent'. Domestic violence is where one person harms another person with whom they have (or have had) some sort of relationship. They do not need to be heterosexual partners and they do not need to live in the same property.

Both women and men can experience domestic violence, although a greater proportion of women experience all forms of domestic abuse and are more likely to be seriously injured or killed. The main characteristic of domestic abuse is that it is intentional and is calculated to exercise power and control within a relationship.

Domestic violence can be where one person physically assaults the other or it may take another form of abuse such as psychological, emotional, sexual or financial.

Domestic violence is a particular type of abuse. There are also many other different types of abuse, including harassment and stalking, rape and sexual assault, female genital mutilation, forced marriage, honour-based abuse and trafficking. All such abuse is also known as gender violence.

**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 pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. This definition, which is not a legal definition, includes 'honour'-based violence, female genital mutilation (FGM) and forced marriage. From this it is clear that victims are not confined to one gender or ethnic group.

Domestic violence or abuse:

- Can begin at any stage of a relationship and may continue after the relationship has ended.
- Is not confined to physical abuse. It might include emotional abuse such as a person being told they are useless all the time, or being bullied or dominated in any way by a partner.
- Can include physical, emotional, mental, financial or sexual abuse as well as social isolation; most commonly it is a combination of these.
- Can begin or increase during pregnancy

Examples of how children are exposed to domestic violence and abuse:

- Being present during a physical/emotional attack.
- Overhearing conflict or violence.
- Being sensitive to a change in the atmosphere at home following an incident.
- Thinking that they have triggered the abuse.
- Witnessing the outcome of the abuse (e.g. crying, bruises, broken objects).
- Getting drawn into abusing a parent or sibling.
- Being aware of the emotional impact of the abuse on a parent, which could trigger a need to protect them?
- Being neglected emotionally or physically.
- Intervening – trying to protect a parent or siblings.
- Being isolated from friends or family.
- Feeling an economic impact – a parent may not have control over the finances, which may affect the children in various ways, such as not having money for extra-curricular activities, clothes or food.
- Having to move home/school/community.
- Being frightened or afraid.
- Having to keep secrets.

## **Impact on children**

Domestic violence and abuse can affect children in the following ways:

- They may become anxious or depressed.
- They may have difficulty sleeping, nightmares, bedwetting.
- They may complain of physical symptoms such as tummy aches.
- They may have temper tantrums, become aggressive.
- They may behave as though they are much younger than they are.
- They may have problems in class, lack social skills, or have difficulty making friends.
- They may have a lowered sense of self-worth.
- They may begin to self-harm.
- They may develop an eating disorder, such as comfort eating.

The impact of domestic abuse on children is similar to the effects of any other abuse or trauma. Prolonged and/or regular exposure to domestic abuse can have a serious impact on a child's development and wellbeing. Children who witness domestic violence suffer emotional and psychological maltreatment.

They tend to:

- Experience increased levels of depression, anger and fear.
- Become more aggressive and violent, which can include bullying, lack of conflict resolution skills, lack of empathy for others and poor peer relationships.
- Engage in anti-social behaviour, alcohol and/or substance misuse.
- Experience self-blame, hopelessness, shame and apathy.
- Have post-traumatic stress disorder - symptoms such as hyper-vigilance, nightmares and intrusive thoughts.

## Why domestic abuse is a child protection issue

- Children are at risk of physical injury during an incident.
- Children who witness (see or hear) domestic abuse, suffer emotional and psychological maltreatment. This is proven to cause various psychological and behavioural problems in children, such as anxiety, withdrawal, lack of empathy, and lack of conflict resolution skills, propensity for violent or anti-social behaviour.
- Witnessing domestic abuse can have long-term impacts on an individual's future relationships.
- Domestic abuse rarely exists in isolation. Many parents also misuse substances and experience mental ill health. One or a combination of these factors can significantly impact on parental capacity to protect children and meet their needs.
- Domestic violence and abuse often increase both in severity and frequency during pregnancy. Babies under 12 months old are particularly vulnerable to violence.

Professionals in all voluntary, community and faith groups should take the following steps to enable identification and ensure correct responses to domestic violence and abuse:

- Be alert to and familiar with the different signs and indicators of domestic violence in both children and parents.
- The child's safety is of paramount consideration in all circumstances
- If you suspect a child is witnessing domestic abuse, always inform your Nominated Safeguarding Person (NSP) immediately.
- Listen to children and take what they say seriously, report it as necessary and never investigate the disclosure yourself.
- Be aware of the additional vulnerabilities experienced by victims from Black and Minority Ethnic communities (see **Chapter 18: Safeguarding children in minority ethnic, culture and faith communities**)



For more information visit Safeguarding Children Abused through Domestic Violence Procedure [www.londonscb.gov.uk/procedures/supplementary\\_procedures.html](http://www.londonscb.gov.uk/procedures/supplementary_procedures.html)

**Remember:** If there is a concern about the risk of significant harm to the child, then every professional's overriding duty is to protect the child.

## Chapter 16

# Child sexual exploitation

### What is child sexual exploitation (CSE)?

Child sexual exploitation is a form of child abuse. Its main characteristic is that it involves exploitative situations, contexts and relationships where the child or someone close to them receives a 'reward', such as food, accommodation, drugs, alcohol, cigarettes, affection, money, gifts etc., in exchange for performing sexual acts.

A useful, comprehensive definition has been developed by S. Jago and J. Pearce from the University of Bedfordshire:

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Children who are being exploited or abused can come from any background, community or ethnicity. Some children may be more vulnerable, for example those children who are missing, in looked after care, separated from their families, or young carers.

Perpetrators of child sexual exploitation can also come from any background, community and ethnicity. They may also be family members.

Sexually exploitative situations, contexts and relationships frequently occur where there is a combination of:

- Children being made to exchange sex for attention, accommodation, food, gifts, drugs, 'protection', money etc.
- Children escaping from situations where their needs are neglected and there is exposure to unsafe individuals.
- Where there is an element of control, abuse of power, violence and threats of violence by those exploiting the child.
- Previous history of exposure to violence and abuse.

Violence, coercion and intimidation are common aspects of child sexual exploitation. Involvement in exploitative relationships is characterised by the child's limited availability of choice resulting from their social, economic or emotional vulnerability.

**It is of vital importance to understand that children do not choose to be abused.**

Developmental and emotional immaturity can make it harder for a child to understand and/or recognise an abusive relationship.

Routes into sexual exploitation can include:

- Where a child is in a relationship with an older male/female (4+ years) that is abusing and exploiting them, and the child believes the relationship to be genuine.
- In some situations, such as gangs and groups, there may be the belief that the abuse is normal and a rite of passage. Girls and young women related to or connected with male gang members may be vulnerable to sexual violence and exploitation.
- Where victims may be abused in situations where there is implicit trust, for example a parent or family member.
- Through the use of technology, such as through social media, without the child's immediate recognition; for example being persuaded to post sexual images on the internet or a mobile phone.
- Opportunistic targeting, for example if an older male identifies a vulnerable young person who has a history of being groomed and sexually abused. The older male may directly offer the young person a quick reward of money, goods or drugs in exchange for sexual acts. The older male may be linked with a network of abusive adults.
- Trafficking children and young people for the sole purpose of sexual exploitation.

## CSE vulnerability factors and risk indicators

The following are factors that increase vulnerability to child sexual exploitation:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality)
- Having a history of abuse (including familial child sexual abuse, risk of forced marriage, risk of honour-based violence, physical and emotional abuse and neglect)
- Experiencing a recent bereavement or loss
- Gang association through relatives, peers or intimate relationships (in cases of gang-associated CSE)
- Attending school with young people who are sexually exploited
- Learning disabilities
- Being unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Being friends with young people who are sexually exploited
- Being homeless
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care, in a hostel, or bed and breakfast accommodation or a foyer
- Having low self-esteem or self-confidence
- Being a young carer

The following signs and behaviour are generally seen in children who are already being sexually exploited:

- Missing from home or care for even short periods of time
- Sustaining physical injuries
- Misusing drugs or alcohol
- Being involved in offending
- Experiencing repeat sexually-transmitted infections, pregnancy and terminations
- Regularly being absent from school
- Suddenly changing in physical appearance
- Experiencing sexual bullying and/or vulnerability through the internet and/or social networking sites
- Being estranged from their family
- Receiving gifts from unknown sources
- Recruiting others into exploitative situations
- Having poor mental health
- Self-harming
- Thinking of or attempting suicide

If you are worried about a child experiencing or facing the risk of child sexual exploitation, in any context, contact the Ealing Children's Integrated Response Service on 020 8825 8000.

If you would like to discuss a case you are unsure about, contact Ealing Child Protection Advisors for advice and support on 020 8825 8930.

## Chapter 17

# Violence against women and girls

Women and girls often experience violence or abuse which is targeted due to their gender, and they may be more vulnerable to significant harm or the risk of significant harm. Domestic and sexual violence is often hidden away behind closed doors, with the victim suffering in silence.

A high degree of awareness and cooperation between professionals is essential in recognising and identifying these specific types of abuse. The voluntary, community and faith sector play an important role in identifying some of the issues which are facing women and girls, and more must be done to prevent violence against women and girls occurring.

### Female genital mutilation/cutting (FGM)

Female genital mutilation (FGM) is a collective term for procedures that remove part or all of the external female genitalia for cultural or other non-medical reasons. The age at which girls are subjected to female genital mutilation varies greatly, from shortly after birth to any time up to adulthood. However, the majority of cases of FGM are thought to take place between the ages of five and eight, and therefore girls within that age bracket are at a higher risk.

If a child is at risk of FGM, they are also at risk of significant harm through physical abuse and emotional abuse. Health implications can range from severe pain and emotional psychological trauma, to death from blood loss or infection. Depending on the type of FGM carried out, girls and women can also experience urinary problems, difficulty with menstruation, pain, vaginal infections and specific problems during pregnancy and childbirth.

Female genital mutilation is a criminal offence in the UK. The Female Genital Mutilation Act (2003) makes it an offence for UK nationals or permanent UK residents to carry out FGM abroad, or to aid, abet, counsel or procure the carrying out of FGM abroad, even in countries where the practice is legal.

 Safeguarding Children at Risk of Abuse through Female Genital Mutilation (LSCB 2007): [www.londonscb.gov.uk/files/procedures/LondonFGMProcedureFinalDoc.doc](http://www.londonscb.gov.uk/files/procedures/LondonFGMProcedureFinalDoc.doc)

 Trust for London: [www.trustforlondon.org.uk/policy-change/strategic-work-item/female-genital-mutilation](http://www.trustforlondon.org.uk/policy-change/strategic-work-item/female-genital-mutilation)

## Forced marriage

A forced marriage is a marriage that takes place without the full and free consent of both parties. Force can include physical force, as well as being pressurised emotionally, being threatened or being a victim of psychological abuse. Forced marriages are not the same as arranged marriages. In an arranged marriage, families take the lead in selecting a marriage partner but the couple have the free will and choice to accept or decline the arrangement.

Forced marriage is now a criminal act. Forcing someone into marriage in England and Wales carries a maximum seven-year jail sentence under the Anti-Social Behaviour, Crime and Policing Act 2014. It also criminalises forcing a British national into marriage outside the UK.

Forced marriage involving a child/young person is both illegal and a child protection issue, as the child is at risk of significant harm through physical, sexual and emotional abuse. Situations where a child fears being forced into marriage have similarities with both domestic abuse and honour-based violence, and forced marriage falls under the definition of domestic violence. Forced marriage may involve the child being taken out of the country (trafficked) for the ceremony, is likely to involve non-consensual and/or underage sex, and refusal to go through with a forced marriage has sometimes been linked to so-called 'honour killing'.

-  The Right to Choose: Multi-agency statutory guidance for dealing with forced marriage:  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/35532/fmu-right-to-choose.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/35532/fmu-right-to-choose.pdf)
-  Information and practice guidelines for professionals protecting, advising and supporting victims of forced marriage: [www.gov.uk/forced-marriage](http://www.gov.uk/forced-marriage)

## Honour-based violence

Honour-based violence is the term used to describe acts of violence in the name of 'honour'. These acts of violence, which may also lead to murders, are targeted predominantly towards women who are abused or killed for perceived immoral behaviour, which is deemed to have breached the honour code of a family or community, therefore causing shame.

Such acts can include physical assaults, abduction and murder which are carried out in the name of family honour. A child who is at risk of honour-based violence is at significant risk of physical harm (including being murdered) and/or neglect, and may also suffer significant emotional harm through the threat of violence or witnessing violence directed towards a sibling or other family member. Murders in the name of 'honour' are often the culmination of a series of events over a period of time and are planned. There tends to be a degree of premeditation, family conspiracy and a belief that the victim deserved to die.

Families may feel shame long after the incident that brought about dishonour and therefore the risk of harm to a child can persist. This may also result in the risk of harm to extend to the young person's new boy/girlfriend, baby (if pregnancy caused the family to feel 'shame'), associates or siblings.

These acts are illegal and are an offence under the Domestic Violence, Crime and Victims Act (2004).

-  Metropolitan Police honour-based violence website: [www.safe.met.police.uk/crimes\\_of\\_honour/get\\_the\\_facts.html](http://www.safe.met.police.uk/crimes_of_honour/get_the_facts.html)
-  Karma Nirvana: [www.karmanirvana.org.uk](http://www.karmanirvana.org.uk)
-  The Ealing Violence Against Women and Girls strategy will be available online via the ESCB website in 2015.

## Breast ironing

Breast ironing is a traditional cultural practice that involves massaging or pressing the breasts of adolescent girls in order to suppress and reverse their development. The rationale is to prevent girls between the ages of 11 and 15 years from developing breasts in the belief that a flat childlike chest will discourage unwanted male attention, rape and teenage pregnancy. Breast ironing is a well-kept secret between the young girl and her mother.

It is widely believed breast ironing happens only in Cameroon, but anecdotal evidence suggests it is practiced across Africa and beyond, as well as in diaspora communities here in the UK.

In communities across London, women and girls are beginning to speak out about the issue of breast ironing. However, this still remains a much hidden issue that many social services, schools and policy know nothing about.

-  CAME Women and Girls: [www.cawogido.co.uk/breastironing.php](http://www.cawogido.co.uk/breastironing.php)



See [Chapter 16: Child sexual exploitation](#)

## Chapter 18

# Safeguarding children in minority ethnic, culture and faith communities

Ealing prides itself on being a diverse and multicultural borough; families from a range of different backgrounds have unique and specific needs. This is why it is important to be aware of the range of issues which could potentially obstruct their ability to seek help, protect themselves or fulfil their roles as protective adults.

Some of the issues include:

- Inability by both children and their families to speak, read or write English
- Social isolation, with many families having weak or non-existent social networks
- Fear of engaging with statutory services, possibly due to a lack of confidence in navigating the UK public services system or due to bad experiences with statutory services in the family's home country.
- The parent/s have their own perspective on how to raise their child, which may be underpinned by their personal culture or faith; however this may not be in line with UK law.
- Failure of statutory services to engage with and promote access to understanding specific communities and the challenges which they face

Safeguarding issues most commonly occurring in the context of ethnically, culturally or faith diverse communities include:

- Female genital mutilation (FGM).
- Honour-based violence (HBV).
- Forced marriage.
- Harm to children linked to beliefs in witchcraft and spirit possession.
- Trafficking.
- Private fostering.
- Domestic abuse.
- Physical chastisement of children.

However, it is important to remember that all types of abuse – physical, emotional, sexual and neglect – occur in all communities, and professionals must avoid rigid associations between specific cultures/faiths and specific safeguarding issues.

**Remember:** When family circumstances appear complex, you must always keep the child and their needs in focus.

To do this, professionals must be able to:

- Distinguish a healthy child from one whose health and development is being impaired due to abuse or neglect.
- See past the child's culture to identify actual or potential impairment to health and development.

 For more information visit: [www.londonscb.gov.uk/culture\\_and\\_faith](http://www.londonscb.gov.uk/culture_and_faith)

## Professional competencies

In order to effectively safeguard children living in ethnically, culturally and faith diverse communities, professionals must be competent in the following.

### 1. **Knowing how a healthy child presents and behaves.**

Be able to recognise signs of distress and impaired development, and intervene as early as possible to protect and promote wellbeing. When family circumstances appear complex, you must always keep the child and their needs in focus. To do this, professionals must be able to distinguish a healthy child from one whose health and development is being impaired due to abuse or neglect.

### 2. **Listening to children and taking what they say seriously.**

Many children fail to disclose abuse because they were not asked by a professional if they were being abused. Children fear that by disclosing the abuse they may not be believed. It is therefore crucial that children are listened to and taken seriously and that they have their views taken into account by professionals who support them.

### 3. **Knowing how to undertake effective holistic assessments.**

Assessments can be brief or in-depth. In all cases, however, it must address the three assessment domains: child's growth and development; parental ability to meet the child's needs and to keep the child safe from harm; and the amount of support available from the child's wider network and environment.



See [Appendix 5: Assessment framework](#)

### 4. **Cultural competence.**

Cultural competence is being respectful of and responsive to the beliefs, practices and cultural and linguistic needs of diverse communities. Professionals must understand and respect diversity and think how their actions may affect people from other cultures.

### 5. **Knowing what services are available locally to provide relevant cultural and faith-related input.**

Professionals must take personal responsibility for utilising third-sector specialist knowledge to inform their practice.

### 6. **Recognising the strengths of families from minority communities.**

Professionals must be able to utilise the strengths of families and work together effectively.

## Chapter 19

# Legislation

This chapter provides an introduction to some of the key legislation that protects children and young people in the UK. It is not comprehensive; the law is frequently amended and this chapter provides a very short overview of the most common current legal arrangements.

**This chapter does not constitute as legal advice. Advice should be sought as necessary in respect of individual cases/matters.**

There is no single piece of legislation that covers child protection in the UK, but there are a number of laws and guidance which are continually being amended.

- The Children Act 1989
- The Children Act 2004
- Working Together to Safeguard Children Statutory Guidance, 2013
- The London Child Protection Procedures, 5th edition

Legislation covering child protection can be divided into two main categories: civil law and criminal law.

**Criminal law** allows for the investigation and prosecution of crimes against children. If convicted, a person may be punished and monitored under provisions made within criminal legislation.

**Civil law** is divided into public and private law.

### Public law

Public law cases are brought to court by local authorities, Police or an authorised person (currently only the NSPCC) and include:

- Emergency protection orders, which are used to ensure the immediate safety of a child by locating them, taking them to a place of safety, or by preventing their removal from a place of safety.
- Care orders, which give parental responsibility for the child concerned to the local authority designated in the order. These applications may only be made by a local authority or the NSPCC.
- Supervision orders, which place the child under the supervision of their local authority. These applications may be made only by a local authority or the NSPCC.

## Private law

Private law cases are brought by private individuals, generally in connection with divorce or the parents' separation. Types of orders include:

- Parental responsibility.
- Special guardianship orders, which give a special guardian parental responsibility and the ability to determine the extent to which other persons with parental responsibility can exercise it, without removing parental responsibility from the parents or any other person who has parental responsibility.
- Child arrangements orders (amendments made by The Children and Families Act 2014), which replaced the previous Residence and Contact Orders in section 8 of the Children Act 1989. Child arrangement orders regulate arrangements concerning with whom the child is to live, spend time or have contact. This order is designed to recognise the importance of children's ongoing relationships with each of their parents after a family separation.
- Adoption orders, which are made by a court to effectively bring to an end the rights, duties and obligations of the natural parents or guardian and gives them to the adoptive parents. On the making of an adoption order the child becomes the child of their adoptive parents.

The current child protection system is based on the Children Act 1989, which was hailed as 'the most comprehensive and far-reaching reform of child law'. Following the death of eight-year-old Victoria Climbié in 2000 as a result of serious abuse, Lord Laming conducted an inquiry (Laming, 2003) to help decide whether to introduce new legislation and guidance to improve the child protection system in England.

The Government's response was the Keeping Children Safe report (DfES, DH and Home Office, 2003) and the Every Child Matters green paper (DfES, 2003), which led to the Children Act 2004. Very recently the Government has passed the Children and Families Act 2014 which has made and will make further amendments to the Children Act 1989 and to other legislation which affects children and their families. That act is not yet fully implemented.

Free legal advice from the Coram Children's Legal Centre (CLC):  
Family, Child & Education Legal Advice - 08088 020 008 Mon-Fri 8am-8pm  
Migrant Children's Project Legal Advice Line - 0207 636 8505 Tues-Thurs  
10am-6pm



For more information, including free legal advice, visit Coram Children's Legal Centre (CLC): [www.childrenslegalcentre.com/index.php?page=childrens\\_legal\\_advice](http://www.childrenslegalcentre.com/index.php?page=childrens_legal_advice)

## **The Children Act 1989**

The Children Act 1989, and its supplementary regulations, set out the powers and duties that local authorities and courts have to promote the welfare of children, and to protect them where necessary. For example a local authority has a 'duty to investigate' if they have reasonable cause to suspect that a child who lives, or is found, in their area, is suffering, or is likely to suffer significant harm (section 47).

The Children Act 1989 introduced the concept of 'significant harm' as the threshold which might permit a local authority to legally interfere in family life by obtaining court orders as set out above.

Harm is defined in the Children Act 1989 as the ill treatment or impairment of health and development, including seeing or hearing the ill-treatment of another (for example domestic violence). When considering care or supervision orders, the court must be satisfied that a child is suffering significant harm; the measure the court uses to determine this is whether the child is receiving the kind of care a 'reasonable parent' would give. The court can also make an order if a child is beyond their parents' control.

The only agencies which are granted public law powers to intervene in family life are the Police, local authorities and the NSPCC where they believe that a child is suffering or likely to suffer significant harm.

Where a child is deemed to be at immediate risk of harm or danger, the Police can remove a child to a place of safety by invoking Police Powers of Protection under section 46 of the Children Act 1989.

Local authorities have a duty to safeguard and promote the welfare of children in need within their area and to promote the upbringing of those children within their families. Children in need are those who are unlikely to reach a reasonable standard of health or development without the provision of services or children who are disabled. Local authorities also have a general duty to provide a range of services for children in need, their families and others under section 17 of the Children Act 1989.

### **Welfare of the child is paramount**

When making decisions about a child's welfare, there are specific considerations that a court acting under a power granted by the Children Act should take into account to ensure that the child's welfare is the paramount consideration. An example is that a child's wishes and feelings ought to be considered in light of his age and understanding.

The Children Act introduced the concept of parental responsibility which is defined as 'the rights, duties, powers and responsibilities which, by law, a parent of a child has in relation to the child and his property'.

The circumstances in which an individual has, or may acquire, parental responsibility include:

- A birth mother always has parental responsibility (unless she has lost it through adoption).
- The child's father has parental responsibility for a child if he was married to the child's mother at the time of the child's birth.
- An unmarried father may take steps to acquire parental responsibility. He will have parental responsibility if he registered the birth of a child born on or after 1 December 2003. He may acquire parental responsibility by: applying to court for a parental responsibility order; making a parental responsibility agreement with the child's mother.
- A step-parent may acquire parental responsibility for a child if he or she is married to, or the civil partner of, a person with parental responsibility for the child, either by agreement with all of the other persons with parental responsibility, by court order or through adoption.
- Same-sex partners will share parental responsibility if they were in a civil partnership or marriage at the time of the child's birth, enter into a parental responsibility agreement or by court order.
- A special guardian has parental responsibility for the child. A special guardianship order allows the special guardian to exercise parental responsibility and to determine the extent to which other persons with parental responsibility discharge their duties and rights.
- A person named in a child arrangements order has parental responsibility.



Full text of the Children Act 1989: [www.legislation.gov.uk/ukpga/1989/41/contents](http://www.legislation.gov.uk/ukpga/1989/41/contents)

## The Children Act 2004

The Children Act 2004 does not replace the Children Act 1989, but it does amend the Children Act 1989 in some parts. Part Two of the Children Act 2004 sets out requirements designed to improve multi-disciplinary working and integrated planning, commissioning and delivery of services in order to better safeguard and promote the welfare of children.

The Children Act 2004 placed a duty on local authorities to appoint a Director of Children's Services, who is ultimately accountable for the delivery of services – in Ealing, this is **David Archibald, Executive Director of Children and Adults** - and designate an elected member to be the Lead Member for Children's Services - at the time of publishing, this is Councillor **Binda Rai**, Cabinet Member for Children and Young People.

It also placed a duty on local authorities and partners (including the Police, health service providers and the youth justice system) to cooperate in promoting the wellbeing of children and young people, and to make arrangements to safeguard and promote the welfare of children. The act also puts local safeguarding children boards on a statutory footing. **In Ealing this is called the Ealing Safeguarding Children Board (ESCB)**. The Local Area Safeguarding Board Regulations 2006 provide for the functions of the local safeguarding boards.

Section 58 of the Children Act 2004 limits the use of the defence of 'reasonable punishment' in criminal and in civil matters where the offence or allegation is one in which actual bodily harm was caused to the child.



See [Appendix 6: Ealing Safeguarding Children Board](#)



Full text of the Children Act 2004: [www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents)

To help professionals identify children at risk and work effectively together under the Children Act 1989, a key document providing information and guidance on the different types of abuse, action to take to protect children, roles and responsibilities and serious case reviews, is Working Together to Safeguard Children 2013.



See [Chapter 5 Guidance and procedures](#) for details of the Working Together to Safeguard Children Statutory Guidance and the London Child Protection Procedures, 5th edition.

## Chapter 20

# Allegations against staff and volunteers

The Nominated Safeguarding Person (NSP) or their deputy must immediately contact the Local Authority Designated Officer (LADO) if they become aware – through a direct report to him/her or through information relayed by another member of staff/volunteer – that a paid staff member, volunteer, trustee, executive committee member or anyone else working on behalf the organisation (e.g. an agency worker, work placement student) has:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Possibly committed a criminal offence against or related to a child.
- Behaved towards a child or children in a way that indicates they are unsuitable to work with children.

It is the responsibility of the NSP or Deputy NSP to contact the LADO no later than within one working day.

### The Local Authority Designated Officer (LADO)

Every local authority has a LADO to whom allegations must be reported and with whom plans should be made about how matters are progressed. The LADO is a senior member of staff who:

- Is involved in the management and oversight of individual cases which meet a certain threshold.
- Provides advice and guidance to employers and voluntary organisations.
- Liaises with the Police and other agencies.
- Monitors the progress of cases to ensure that they are dealt with as quickly as possible, following a consistent, thorough and fair process.
- Makes referrals to the Disclosure and Barring Service (DBS).

Though allegations of abuse can be made to anyone in an organisation, it is the role of the NSP to take these forward and to be the link between the organisation and the LADO until the matter is resolved.

It is extremely important that all aspects of any allegation and following investigation are carefully recorded (in writing). These records will be helpful if any future allegations arise, and to ensure transparency and accountability when dealing with complex and emotive issues.



This chapter should be read in conjunction with **Chapter 8: The role and responsibilities of the Nominated Safeguarding Person.**

# Allegations against staff and volunteers flowchart

You have become aware that a staff member/volunteer may have:

- Behaved in a way that could have harmed a child or young person.
- Possibly committed a criminal offence against a child or young person.
- Behaved in a way that indicates they are unsuitable to work with children/young people, or may pose a risk to children.

Report immediately to your Nominated Safeguarding Person (NSP).

The child and/or alleged abuser **MUST NOT** be questioned (unless agreed by the LADO).  
A record must be made of what has been reported.

NSP or Deputy to **contact the Local Authority Designated Officer (LADO) within one working day.**  
Police should be contacted in an emergency;  
seek medical help for the child if necessary.

Ensure the child/young person is safe and comfortable. Allow them to continue the activity if appropriate.

**Agree with the LADO** arrangements for informing parents/carers and the next course of action.

Is the person, against whom the allegation is made, still at work?

Yes

No

**Decide in discussion with the LADO and your HR advisor** whether to remove the person from the situation (i.e. suspend them).  
**In agreement with the LADO**, explain to the person that there has been a complaint/allegation (but do not provide the details of the complaint/allegation).

Make sure the LADO is aware that the person is no longer at work.  
**The LADO will then consider informing other relevant organisations.**

If the person is suspended, this is a neutral act pending investigation to safeguard all parties.

## **Role of staff member/volunteer to whom allegation is made**

Allegations may be made directly by the child/young person, a parent, a friend of the child or by another staff member/volunteer. It is important to listen to what is said, to reassure the person that what they have said will be taken seriously, but that you need to report the matter to the person nominated to deal with such matters.

Steps must be taken to fully support anyone who, in good faith, reports his or her concerns about a colleague and every effort must be made to maintain confidentiality for all parties while the allegation is considered.

## **Managing the member of staff against whom the allegation has been made**

It may be necessary to suspend the person about whom the allegations have been made or remove them from duties involving children/young people. This decision should be made in liaison with the LADO and a senior manager (where available), and any decision should be carried out so that it is consistent with the organisation's disciplinary and staff procedures. Remember that those accused must be treated fairly and with an open mind during any investigations.

Where suspension is the next step, it will usually be necessary to tell the person why they are being suspended. Details of the allegation should not be shared until this is agreed by the LADO as part of the investigation process. It is enough to simply say that an allegation has been made.

Suspension protects the individual concerned as well as the child as it can prevent further allegations or any recriminatory behaviour.

If the person is a member of the union or professional association, they should be advised to seek support from that organisation. The NSP must also consider whether the person has children or has access to children in another setting and, through consultation with the LADO and any Police or children social care investigation, decide whether those organisations/agencies need to be informed.

All agencies should carry out internal disciplinary/investigative processes according to their own procedures, alongside an ongoing consultation with the LADO. This ensures that the matter is handled in line with legal processes, including the child protection process. Internal processes are usually carried out following the conclusion of the child protection investigation and are informed by the findings of that investigation. In Ealing the investigation is often referred to Allegations Against Professionals (AAP.)

**Remember** that the LADO's involvement in the handling of any allegations against staff and volunteers:

- Ensures compliance with statutory requirements.
- Provides the NSP with guidance and support to make certain the process is handled sensitively and appropriately.

How to contact the LADO:

Local Authority Designated Officer – Ruth Lacey

Telephone: 020 8825 8364 or 020 8825 8930

Email: [laceyr@ealing.gov.uk](mailto:lacey@ealing.gov.uk)

Or contact the Child Protection Manager on 020 8825 8155

The ESCB provides training on allegations against people who work with children. Visit [www.ealing.gov.uk/safeguardingboard](http://www.ealing.gov.uk/safeguardingboard) (follow training link)

## Chapter 21

# Recruitment and selection

Organisations employing staff or volunteers to work with children and young people should have a consistent and thorough process of recruitment that reduces the risk of selecting those who may pose a risk to children or young people.

In the recruitment of staff and volunteers, organisations must ensure that:

- Recruitment documentation (application forms and adverts) contains reference to the organisation's commitment to safeguarding children and young people.
- DBS checks are undertaken (see **Chapter 22: Disclosure and Barring Service**).
- A minimum of two references are obtained, including one from the applicant's current or most recent employer. Where possible, one reference should be from a person who has experience of the applicant's work with children/young people.
- Wherever possible, references should be obtained before the interview so that any issues of concern can be taken up beforehand.
- Referees are asked questions relating to the applicant's suitability to work with children/young people, including whether the applicant has been the subject of any disciplinary sanctions and whether there have been any allegations made against him/her which relate to the safety and welfare of children and the outcome of these.
- Applicants are asked to bring original or certified copies of documents confirming any necessary or relevant educational and professional qualifications.
- All applicants bring to their interview evidence of their identity, which could include a full birth certificate, passport or photo card driving license and, additionally, a document that verifies the candidate's name and address, such as a recent utility bill.
- Applications are scrutinised for any anomalies or discrepancies in the information provided. Any gaps in the applicant's history should be explored.
- Interviews are rigorous in addressing safeguarding issues and include questions that test the applicant's knowledge and skills as well as motivation.
- Open references are never accepted, for example references which start with 'To whom it may concern'.

The same processes should apply to volunteers who have unsupervised or regular contact with children or young people. However, where volunteering activity is unplanned and does not include unsupervised contact, such as a one-off day trip, a DBS check is not required.

 DfE's Safer Recruitment e-learning portal: [www.education.gov.uk/e-learning/login/index.php](http://www.education.gov.uk/e-learning/login/index.php)

 Safe Network – Safer staff and volunteers toolbox of resources: [www.safenetwork.org.uk/resources/safe\\_network\\_standards/pages/safer\\_staff\\_and\\_volunteers.aspx](http://www.safenetwork.org.uk/resources/safe_network_standards/pages/safer_staff_and_volunteers.aspx)

## Chapter 22

# Disclosure and Barring Service (DBS)

### The role and remit of the DBS

The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaced the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA) in December 2012.

The DBS is responsible for:

- Processing requests for criminal records checks (DBS checks, formerly CRB checks).
- Deciding whether it is appropriate for a person to be placed on or removed from a barred list (that is a list of people who are barred from working with children or/and vulnerable adults because they pose too great a risk to them).
- Placing or removing people from the DBS children's barred list and adults' barred list for England, Wales and Northern Ireland.

### Criminal record checking

Under the Rehabilitation of Offenders Act 1974, a person with a criminal record is not required to disclose any spent convictions unless the position they are applying for, or are currently undertaking, is listed as an exception under the act (Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975).

Where an exception to the Rehabilitation of Offenders Act exists, the post/role is eligible for Disclosure and Barring Service (DBS) checks containing an individual's full criminal record, including spent cautions and convictions.

The minimum age at which someone can be asked to apply for a DBS check is 16 years old.

Type of check	Type of information included in the disclosure
Standard check	Spent and unspent convictions, cautions, reprimands, final warnings.
Enhanced check	As above, plus any additional information held locally by Police forces that is reasonably considered relevant to the post applied for.
Enhanced check with children's and/or adults' barred list check	As above (enhanced), plus a check of the appropriate DBS barred list/s (children, adults or both).

In order to qualify for an enhanced check with a barred lists check, the position must meet the new definition of regulated activity (see below).

While DBS checks are a valuable tool in identifying unsuitable staff, they form only one element of safe recruitment practice. For example, the majority of child sex offenders have no relevant criminal record. It is therefore essential that **DBS checks supplement and do not replace** safe recruitment and employment elements such as reference checking, exploring any gaps in employment, conducting interviews, induction, supervision or training



For more information, refer to [Chapter 21: Recruitment and selection](#)

## Referrals

The Local Authority Designated Officer (LADO) will support you in cases where a referral to the DBS has to be made.



See [Chapter 20: Allegations against staff and volunteers](#)

Nonetheless, it is important that staff and volunteers have a sound understanding of the type of behaviours and situations that justify a DBS referral, so that they can recognise those behaviours/situations and alert the Nominated Safeguarding Person (NSP) or the LADO directly.

Two main conditions must be met for a DBS referral:

1. Staff/volunteer has:
  - Engaged in relevant conduct (e.g. conduct that endangers or is likely to endanger a child, for instance smacking a child or coming to work under the influence of alcohol), OR
  - Satisfied the harm test (where an individual may harm a child, cause a child to be harmed; put a child at risk of harm; attempt to harm a child; or incite another to harm a child), OR
  - Received a caution for, or been convicted of, a relevant offence.

AND

2. Staff/volunteer has been removed from working with children or would have been removed had he/she not resigned, left etc.)

**In all cases where you believe a staff member or volunteer has engaged in relevant conduct, has satisfied the harm test or has been cautioned or convicted of a relevant offence, you should speak to your NSP or the LADO immediately.**

## **Barring**

In relation to barring, the DBS provides expert caseworkers who process referrals about individuals who have harmed or pose a risk of harm to children and/or vulnerable groups. They make decisions about who should be placed on the children's barred list and/or adults' barred list and are prevented by law from working with children or vulnerable groups. They do not investigate allegations.

An employer or volunteer manager is breaking the law if they knowingly employ someone in a regulated activity with a group from which they are barred from working.

A barred person is breaking the law if they seek, offer or engage in regulated activity with a group from which they are barred from working, be it paid or voluntary.

For most cases, the DBS only has the power to bar a person who is, has been or might be engaged in regulated activity.

## **Regulated activity in relation to children**

A) Teaching, training, instructing, caring for (see C below) or supervising children if the person is unsupervised, or providing advice or guidance on wellbeing, or driving a vehicle only for children.

B) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of their frequency or whether they are supervised or not. This includes:

C) Relevant personal care; or health care provided by or provided under the supervision of a health care professional:

- Personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- Health care means care for children provided by, or under the supervision of, a professional.

**i** The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012: [www.legislation.gov.uk/ukpga/2006/47/schedule/4](http://www.legislation.gov.uk/ukpga/2006/47/schedule/4)

**i** HM Government have produced a factual note on Regulated activity in relation to children:  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/249435/dbs-factsheet-regulated-activity-children.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/249435/dbs-factsheet-regulated-activity-children.pdf)

When making barring decisions, the DBS will rely on information provided by the referring party, as the DBS does not have investigative powers. Therefore, it is essential that your organisation works closely with the LADO to ensure all necessary information is gathered and that any other relevant agencies are involved in the process (e.g. the Police).

**i** For more information about disclosure and barring, visit:  
[www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints#referrals-and-barring](http://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints#referrals-and-barring)

## Chapter 23

# Managing staff and volunteers

All staff, both paid and voluntary, should receive an induction, support and supervision throughout their employment/volunteering, and appropriate training in the recognition and response to potential child protection concerns and the operation of safeguarding policy and procedures.

Paid and voluntary appointments should be conditional on successful completion of a probationary period.

### Induction

The induction process within organisations working with children/young people and families should clearly define the expectation of commitment to safeguarding and the requirement to comply with the organisation's safeguarding policies and procedures and the code of conduct.



See [Appendix 2: Guidance on developing a safeguarding children policy](#)

This should explicitly explain:

- Role boundaries and professional propriety.
- Individual safeguarding responsibilities, including what to do if concerns about a child's welfare arise.
- Providing the name, contact details and responsibilities of the Nominated Safeguarding Person (NSP) and their deputy within the organisation.
- Providing a copy of your organisation's safeguarding children policy statement.
- Providing a copy of your organisation's code of conduct.
- Undertaking relevant training related to the post.

### Supervision

Supervision is essential in organisations providing services to children and young people, as it allows staff and volunteers to reflect on their own practice and their relationship with children, and to raise concerns or difficulties.

It also enables the organisation to ensure that staff and volunteers are always clear about professional standards, boundaries and organisational objectives.

Though supervision may be more formal for paid staff than for volunteers, it should always:

- Follow a standard format.
- Occur on a regular basis (every 4-6 weeks).

- Clarify the objectives of your organisation and the expectations on the individual and their role in meeting those objectives.
- Support the individual in fulfilling their role and responsibilities.
- Ensure an anti-discriminatory approach to practice which puts the welfare of children/young people first.
- Be clear about confidentiality and its limits.
- Be appropriately recorded.
- Ensure that standards, content, storage, and status of records are agreed by both parties.
- Be jointly reviewed and evaluated.
- Ensure both parties share responsibility for ensuring supervision is regularly undertaken and outcomes acted upon.
- Ensure both parties share responsibility for being open and honest in raising concerns about practical, developmental or emotional blocks to effective delivery of service, and work together to identify solutions.

**i** For more information, visit the Managing staff section on the NCVO KnowHow NonProfit website: [www.knowhownonprofit.org/people/staff/managing-performance-learning-and-skills-development](http://www.knowhownonprofit.org/people/staff/managing-performance-learning-and-skills-development)

## Training

All staff working with children or young people are required to have undertaken basic safeguarding/child protection training that equips them to recognise and respond to child welfare concerns.

All staff and volunteers should receive initial basic safeguarding training (Level 1) when they are first appointed. This may be either provided internally or through in-house training provided by an external organisation.

Having undertaken the basic awareness course, staff and volunteers should undertake refresher courses every two years thereafter to keep their knowledge and skills up-to-date.

The Ealing Safeguarding Children's Board (ESCB) provides Level 2 and 3 courses focusing on specific safeguarding issues such as working together, managing allegations against professionals, drugs and alcohol awareness and multi-agency assessments and decision making in child protection.

Visit [www.ealing.gov.uk/safeguardingboard](http://www.ealing.gov.uk/safeguardingboard) (follow training link)

For all training enquiries please contact:

ESCB Training Coordinator: Bernadette Boland on 020 8825 8274 or email [BolandB@ealing.gov.uk](mailto:BolandB@ealing.gov.uk)

Or contact the ECVS Safeguarding Development Officer: Ambika Sharma on 020 8280 2235 or email [Ambika@ealingcvs.org.uk](mailto:Ambika@ealingcvs.org.uk)

## Chapter 24

# Good practice in establishing professional boundaries for you and your organisation



Read with [Chapter 25: Code of conduct for staff and volunteers](#)

The Children Act 2004 places a duty on organisations to safeguard and promote the wellbeing of children. This includes the need to ensure that all adults who work with or on behalf of children are competent, confident and safe to do so.

The principles and guidance in this chapter should be followed by all adults whose work brings them into contact with children. (For further details and additional information see *Guidance for Safer Working Practice for Adults working with Children and Young People*, DCSF 2009.)

All adults who work with children have a crucial role to play in shaping their lives and have a duty of care to safeguard and promote their welfare. It is the responsibility of all organisations to establish safe and responsive environments which safeguard children and reduce the risk of adults being unjustly accused of improper or unprofessional conduct.



See [Chapter 20: Allegations against staff and volunteers](#)

## Duty of care

All adults who work with and on behalf of children are accountable for the way in which they exercise authority, manage risk, use resources, and safeguard children.

Whether working in a paid or voluntary capacity, these adults have a duty to keep children safe and to protect them from sexual, physical and emotional harm. Children have a right to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure the safety and wellbeing of children. Failure to do so may be regarded as neglect.

The duty of care is, in part, exercised through the development of respectful and caring relationships between adults and children. It is also exercised through the behaviour of the adult, which at all times should demonstrate integrity, maturity and good judgement.

A complete checklist of what is, or is not inappropriate behaviour in all circumstances cannot be provided in this chapter. Your organisation's policies should clearly indicate the inappropriateness of the following sections.

## **Power and positions of trust**

High standards of behaviour are expected from all adults who work with children. When individuals accept such work, they need to understand and acknowledge the responsibilities and trust inherent in that role. All adults working with children are in positions of trust. A relationship of trust can be described as one in which one party is in a position of power or influence over the other by virtue of their work or the nature of their activity.

Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report and record any incident with this potential.

Where a person aged 18 or over is in a specified position of trust with a child under the age of 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

## **Propriety and behaviour**

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. It is therefore expected that they will adopt high standards of personal conduct in order to maintain the confidence and respect of the public in general and all those with whom they work.

There may be times, for example, when an adult's behaviour or actions in their personal life come under scrutiny from local communities, the media or public authorities. This could be because their behaviour is considered to compromise their unsuitability to work with children. Misuse of drugs, alcohol or acts of violence would be examples of such behaviour.

Adults in contact with children and young people should therefore understand and be aware that safe practice also involves using judgement and integrity about behaviours in places other than the work setting.

The behaviour of an adult's partner or other family members may raise similar concerns and require careful consideration by an employer as to whether there may be a potential risk to children and young people in the workplace.

## **Dress and appearance**

A person's dress and appearance are matters of personal choice and self-expression. However adults should dress in ways which are appropriate to their role and this may need to be different to how they dress when not at work.

Adults who work with children should take care to ensure they are dressed appropriately for the tasks and the work they undertake.

Those who dress in a manner which could be considered as inappropriate could render themselves vulnerable to criticism or allegations.

## **Personal living space**

No child should be in, or invited into, the home of an adult who works with them, unless the reason for this has been firmly established and agreed with parents/carers and senior managers, or the home has been designated by the organisation or regulatory body as a workplace, such as childminders or foster carers.

## **Gifts, rewards and favouritism**

The giving of gifts or rewards to children should be part of an agreed policy for supporting positive behaviour or recognising particular achievements. There are occasions when adults may wish to give a child a personal gift, but this is only acceptable in line with agreed policy; the gift and the reason for it should be discussed with a senior manager and/or the child's parent/carer, and the results of this discussion must be recorded. Gifts should be given openly, not based on favouritism, and adults must be aware that this can be misinterpreted as a gesture either to bribe or groom a child.

Care should also be taken to ensure that adults do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

## **Infatuations**

Occasionally, a child may develop an infatuation with an adult who works with them. These adults should deal with these situations sensitively and appropriately to maintain the dignity and safety of all concerned. If an adult becomes aware of such a situation, they should discuss, at the earliest opportunity, with a manager or the child's parent/carer so that appropriate action can be taken to avoid any hurt, distress or embarrassment. Discussions with managers need to be clearly recorded.

## **Communicating with children (including the use of technology)**

Communication between adults and children, by whatever means, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs.

Adults should not share any personal information with a child. They should not request, or respond to, any personal information from the child other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny. They should not give their personal contact details, including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parent.

E-mail or text outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet websites.

## **Social contact**

Adults who work with children should not seek to have social contact with them or their families. If a child or parent seeks to establish social contact, the adult should exercise professional judgement in making a response, but should always discuss the situation with their manager and with the parent/carer.

Where social contact is an integral part of work duties, such as pastoral work in the community, care should be taken to maintain appropriate personal and professional boundaries. Where safeguarding concerns arise during social contact, these must be followed up and referred to the NSP as required.

## **Sexual contact**

Intimate or sexual relationships between children and the adults who work with them will be regarded as a grave breach of trust. Allowing or encouraging a relationship to develop in a way which might lead to a sexual relationship is also unacceptable.

Any sexual activity between an adult and the child may be regarded as a criminal offence and will always be a matter for disciplinary action.

Children are protected by specific legal provisions regardless of whether the child consents or not. The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

Another aspect of potential sexual contact is the behaviour known as 'grooming', where an adult works to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. See the above section about power and positions of trust.

## **Physical contact**

Many jobs within the children's workforce require physical contact with children as part of their role. There are also occasions when it is entirely appropriate for other adults to have some physical contact with the child. However it is crucial that, in all circumstances, adults should only touch children in ways which are appropriate to their professional or agreed role and responsibilities.

When physical contact is made with a child, this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background.

Physical contact which occurs regularly with an individual child is likely to raise questions unless there is explicit agreement on the need for, and nature of, the contact. This would then be part of a formally agreed plan or within the parameters of established, agreed and

legal professional protocols on physical contact, such as during sport activities or medical procedures.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority.

Where a child seeks or initiates inappropriate physical contact with an adult, the situation should be handled sensitively and care taken to ensure that contact is not exploited in any way. It is the responsibility of the adult to sensitively deter the child and help them understand the importance of personal boundaries.

### **One-to-one situations**

All organisations should consider one-to-one situations when drawing up their policies. It is not realistic to state that one-to-one situations should never take place. However, it is essential that certain procedures and explicit safeguards are in place for situations where management agrees there is a need for an adult to be alone with a child or young person.

One-to-one situations have the potential to make a child more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one-to-one settings with children may also be more vulnerable to unjust or unfounded allegations being made against them. Both possibilities should be recognised so that when these are unavoidable, reasonable and sensible precautions are taken. Every attempt should be made to ensure the safety and security of children and adults who work with them.

### **Home visits**

Home visits are an integral part of work for some roles, so it is essential that appropriate policies and related risk assessments are in place to safeguard children and the adults who work with them.

A risk assessment should include an evaluation of any known factors regarding the child, parents and others living in the household. Risk factors such as hostility, child protection concerns, complaints and grievances can make adults more vulnerable to an allegation.

Specific consideration should be given to visits outside of office hours or in remote, secluded locations.

Following an assessment, appropriate risk management measures should be in place before visits are agreed. Where little or no information is available visits should not be made alone.

A record should always be made of the circumstances and outcomes of the home visit. Under no circumstances should an adult visit a child in their home outside agreed work arrangements or invite a child to their own home or that of a family member, colleague or friend.

## Adult-to-child ratios

When working with groups of children or young people, it is important that the level of supervision is appropriate to their age group and their needs, which may be very specific.

In general, younger children need to be more closely supervised and will require a higher adult-to-child ratio. The following are the adult-to-child ratios we would recommend for voluntary organisations, which are based partly on Ofsted guidelines:

Child's age	Number of adults	Maximum number of children per adult
0-2	1	3
2-3	1	4
4-8	1	6
9-12	1	8
13-18	1	10

If the group is mixed gender, the supervising staff should also include both male and female workers wherever possible.

When deciding on the number of adults required, it is important to bear in mind that these ratios are guidelines only: in certain situations it will be necessary to have a higher number of adults than our recommendations suggest. If, for instance, the children or young people have specific support needs, or a risk assessment identifies behaviour as a potential issue for the group or event, the number of supervising adults will need to be higher.

It may not always be possible to adhere to these recommended ratios. However, every effort should be made to achieve the best level of supervision of children at all times.

## Use of mobile phones

Nearly all mobile phones now have cameras and access to the internet. It has therefore become necessary to introduce some safeguarding measures to reduce the risk of potential allegations against staff and volunteers.

The following recommendations have been developed to assist you in putting together a mobile phone policy for your organisation:

- Staff and volunteers must not have their phone on their person while on duty with children.
- All mobile phones must be switched off and locked away at the beginning of each shift in a secure designated area, which is not accessible to children.
- Phones can be used away from the children during scheduled breaks, but must be switched off and returned to the secure designated area before returning to duty.
- In case of emergencies that may require staff to keep their phone switched on, it will be a management responsibility to assess and manage the risk.

- All staff should provide the landline phone numbers of your organisation for friends and family to contact them in an emergency.
- Organisations should have a work-based mobile with no camera or internet access.
- Staff mobile phones should remain locked securely during outings.
- Staff should be reminded of their responsibility to report to management any breaches of agreed procedures.
- Any substantiated breaches of procedure should lead to disciplinary action, according to your organisation's disciplinary procedures.

## **Outings and trips**

Many organisations take children out on trips, such as during the school holidays. In order to keep children safe while out:

- Ensure you have written permission from parents/carers to take children on outings.
- Visit each specific location before taking the children, to identify any potential risks. Carry out a full risk assessment and produce an action plan.
- If you use public transport, check the risks, such as stairs, lifts, escalators, numbers of children, timetable etc.
- If you use a coach or minibus, confirm a named driver, adequate vehicle insurance and a back-up plan in the event of a breakdown.
- Consider your adult-to-child ratios and check if you need to change your usual ratios.
- You must be able to identify all of your children while out. Consider whether to use coloured tabards/ vests, hats, coloured strip etc.
- Ensure the children can identify you if they get lost; consider if staff/volunteers should wear a uniform.
- Confirm a lost child point, check that children are dressed appropriately for potential weather, and create labels with your organisation's mobile number for each child.

Essential items to take with you to ensure that you are prepared for any situation so the children are kept safe:

- First aid kit.
- Contact numbers of parents.
- A fully-charged work-based mobile phone.
- A register list of all children participating, and a copy to leave with a member of staff who is not going on the trip who can coordinate with parents/carers in case they need to contact you in an emergency.
- List of allergies if the children have any.
- EpiPen, asthma inhaler or other medication as needed for each child.

## **Reducing the risk of children going missing**

Discovering that a child in your care has gone missing is one of the most traumatic situations staff and volunteers may have to deal with. Groups/organisations must take necessary steps to safeguard and promote the welfare of children.

Legal requirements specific to premises and security are:

- The premises, both indoors and outdoors, must be safe and secure.
- Providers must only release children into the care of individuals named by the parent/carer.
- Providers must ensure that children do not leave the premises unsupervised.
- Providers must take steps to prevent intruders from entering the premises.

The safety checklist provided below should help you evaluate your organisation's security systems to determine future improvements, and form part of your regular evaluation processes:

- All gates and doors into your premises are well secured and childproof.
- Visitors cannot enter your premises unnoticed.
- Children cannot leave your premises unnoticed.
- All staff and children are signed in, with actual times recorded for arrival and departure.
- All visitors, including prospective parents/carers, sign your visitors' book, and are asked for proof of identity.
- There is a list of adults other than parents who are authorised to collect children.
- Notices are displayed to reinforce security where necessary.
- There is a system for monitoring children, for example headcounts.
- Proper adult-to-child ratios are always maintained.
- Children are adequately supervised.
- Regular risk assessments are carried out.
- A robust missing child procedure is in place, and all staff are inducted in the procedure.

It is good practice to regularly check all entry and exit points. Wooden doors and gates, for example, can expand or contract with changes in the weather, making a gate that could shut securely in the summer unable to shut in the winter.

Regularly review your procedures for recording all arrivals and departures, and monitor the whereabouts of other users of the premises. Ensure other users are aware of policies and procedures if in a multi-use building or centre.

## **Photographing and recording children**

It is important that children and young people feel happy with their achievements and have visual aids to reinforce their special moments. The majority of occasions when people take photographs of children and young people are valid and do not provide any cause for concern.

Unfortunately there are occasions when this is not the case and these are some of the risks associated with photographing children:

- The collection and passing on of images which may be misused.
- The identification of individual children to facilitate abuse.
- The identification of children in vulnerable circumstances.

There are a number of issues to be aware of:

- Permission (verbal or written) of all the people (children and adults) who will appear in a photograph, video or webcam image must be obtained before the photograph is taken or footage recorded.
- It must be made clear why that person's image is being used, what you will be using it for, and who might want to look at the pictures.
- If images are being taken at an event attended by large crowds, such as a sports event, this is regarded as a public area and permission from a crowd is not necessary.
- If photographs or recordings of children/youth groups are made and individual children can be easily identified, children/youth leaders must find out whether any parents do not want their children to be in the photograph.
- Children and young people under the age of 18 should not be identified by surname or other personal details. These details include e-mail or postal addresses, telephone or fax numbers. In particular cases, such as a youth group in a small rural area, it might be wise to avoid even using first names since in a small locality these children could be very easily traced.
- When using photographs of children and young people, it is preferable to use group pictures.
- Obtain written and specific consent from parents or carers before using photographs on a website/social media account.
- Ensure highest privacy levels are set to any website or social media account, such as Facebook.
- Staff should be aware of the potential for inappropriate use of phones etc. between children and young people within settings.

## Chapter 25

# Code of conduct for staff and volunteers

It is important that everyone working with children understands that the nature of their work, and the responsibilities related to it, place them in a position of trust. This code of conduct gives clear advice on appropriate and safe behaviours for all adults working with children whether they are paid staff or volunteers, in all settings and in all contexts. It is not an exhaustive list and can be adjusted to suit the needs of your organisation.



It is strongly advised that you also read **Chapter 24: Good practice in establishing professional boundaries for you and your organisation**, where you will find more detail about some of the points below.

This code of conduct aims to:

- Clarify which behaviours constitute safe practice and which behaviours should be avoided.
- Assist people to carry out their work safely and responsibly and to monitor their own standards and practice.
- Support managers and employers in setting clear expectations of behaviour.
- Give a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Minimise the risk of allegations made against adults who work with children.
- Reduce the incidence of positions of trust being abused or misused.

Underpinning principles:

- The child's welfare is paramount.
- It is the responsibility of all adults to safeguard and promote the welfare of the child. This responsibility extends to a duty of care for those adults employed, commissioned or contracted to work with children.
- Adults who work with children are responsible for their own actions and behaviour, and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- Adults should be seen to work in an open and honest way.
- The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.
- Adults should continually monitor and review their practice and ensure they follow this guidance.
- Your organisation's expectations about safe practice and professional standards should be made clear to staff from the point of recruitment and reviewed on a regular basis.

At all times, you should:

- Be aware that the child is your main priority.
- Keep the child in focus/at the centre of your work.
- Listen to the child and talk with them about their right to be kept safe from harm.
- Respect the race, culture, faith, religion etc. of the children you work with and their families.
- Seek advice and support from your Nominated Safeguarding Person (NSP) and their deputy, your colleagues, supervisor and manager.
- Inform your NSP immediately if you already know or have a friendship or relationship with a family who interacts with your organisation.
- Inform your NSP if you have been cautioned, charged or convicted of any offence as soon as possible.
- Be careful about forming personal relationships with parents/carers. This could make it difficult for you to report allegations/suspicions of abuse. Remember your duty of care is to the child.
- Ensure personal friendships made within the team do not impact on the quality of care provided.
- Be aware that friendships within the team could make it difficult for reporting concerns.
- Never discuss your organisation or individual children and families outside of the workplace in a non-professional capacity, for example on social network sites.
- Never babysit for the children/family interacting with your organisation.
- Never socialise with children and/or members of their family outside the workplace, including befriending or accepting friend request on social networking sites, such as Facebook, Twitter or other social media websites.
- Never share your mobile phone number, email address, home address or personal information with parents/carers.
- Never take photographs of injuries to/on a child.
- Never offer a lift to a child or their parent/carer.
- Be clear about when information held by the agency about a child/family can be shared and in what circumstances it is appropriate to do so.
- Wear clothing which is not considered to be discriminatory and is culturally sensitive.
- Wear clothing which is appropriate to your role and is not likely to be viewed as offensive revealing or sexually provocative.
- Ensure that the clothing you wear for work does not distract, cause embarrassment or give rise to misunderstanding.
- Be aware of your organisation's policy on the giving and receiving of gifts.
- Ensure that you declare any gifts you give or receive that may be misconstrued.

- Never engage in any sexual activity (this would include using sexualised language) with a young person you meet through your duties or start a personal relationship with them – **this is an abuse of trust and illegal.**
- Do not communicate with a child in any way which could be interpreted as sexually suggestive or provocative, including verbal comments, letters, notes, email, phone calls, texts and physical contact.
- Never use any kind of physical punishment or chastisement such as smacking or hitting.
- Never use language that is belittling, sarcastic or hurtful.
- Be aware that physical contact should be open and initiated by the child's needs, e.g. for comfort when upset or help with toileting. Always prompt children to carry out personal care themselves and, if they cannot manage, ask if they would like help.
- Never touch a child in a way that may be considered indecent, and be aware that even well-intentioned physical contact may be misconstrued by the child or an observer.
- Develop positive physical handling plans in respect of children and do not use force as a form of punishment. If, however, any physical intervention has been used, this must be reported and recorded immediately.
- Ensure that when lone working, full and appropriate risk assessments have been conducted and agreed (see **Chapter 26: Guidance for early years providers and people working alone**).
- Exercise caution about being alone with a child or young person. In situations where this may be needed (for example where a young person wants to speak in private) think about ways of making this seem less secret, for example by telling another worker or volunteer what you are doing and where you are, or leaving a door open. Remember to keep a record of your conversation.
- Do not investigate any concerns or reports. Instead, you should contact your NSP or Deputy NSP immediately.

## Chapter 26

# Guidance for early years providers and people working alone

This chapter specifically relates to supplementary schools, out of school provision, childcare providers, childminders, nannies, tutors and all staff and volunteers who work alone with children.

Working on your own with a child, in your setting or in your home, could mean that you are more vulnerable to allegations as there is no one to witness what happens in the setting/home. Because of this, it makes sense to take steps to protect yourself, particularly when many of these steps are simply good practice.

You should:

- Report suspicious injuries or your concerns promptly.
- Keep a diary or daily record. As well as noting all the activities that happen during the day, you can record details of any behaviour that is different in the child.
- Keep a record of any accidents and make sure parents/carers know about them – this makes explanations easier if questions are raised.
- Always keep parents/carers fully informed of things that happen during the day.
- Get written permission from parents/carers before photographing or filming children.
- Attend training to update your understanding of child protection and safeguarding
- Familiarise yourself with these child protection procedures.

## Lone working

In a setting or group a lone working policy should be designed to alert staff to the risks presented by lone working, identify responsibilities each person has and describe procedures which will minimise risks. It is not intended to raise anxiety unnecessarily but to give staff and volunteers a framework for managing potentially risky situations.

Lone working refers to situations where staff and volunteers, in the course of their duties, work alone or are physically isolated from colleagues and without access to immediate assistance.

Working on our own with children, you should also make sure that everyone else in your home or setting is aware that they are also open to allegations. Explain that, while you are working and have children in your home, some things could be misinterpreted. For example, would it be suitable for your teenage son to 'just nip downstairs' in his underwear to get some jeans out of the tumble dryer? Think about how a young child might tell their parents about this.

If you are employing another childminder, or an assistant, then follow safe recruitment and employment processes to ensure that they are suitable to work with children.

If you are employing another childminder or an assistant, consider what would be best recruitment practice to ensure they are suitable to work with children.



See **Chapter 21 Recruitment and selection**



Advice for people working alone with children and young people:

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)



For further details on the Statutory Framework for the Early Years Foundation Stage 2014, visit [www.foundationyears.org.uk/eyfs-statutory-framework](http://www.foundationyears.org.uk/eyfs-statutory-framework)

## **If I work alone what policies and procedures do I need to have?**

Policies and procedures should include:

- Child protection – what you will do if you are worried about a child; situations when you would seek advice before talking to parents, who to contact for advice.
- Roles and responsibilities of staff and volunteers.
- Accidents – what you should do and what parents should expect from you
- Sharing information – how you will share information about the child’s progress, issues, concerns and accidents to parents. In addition, be clear with parents about how you expect them to share similar information with you.
- Recording – how and what you will record and where these records are kept.
- Allegations against staff and volunteers.
- Whistle blowing.
- Training requirements and information about where and how to access courses.
- Health and safety.
- Settings or groups.
- Lone working.

## **What else will I need to consider if I work alone?**

### **Safeguarding/child protection**

All providers have a responsibility to safeguard and protect children. Providers must be alert to any issues for concern in the child’s life whether at home or elsewhere, and take all necessary steps to keep children safe and well. They must ensure the suitability of adults who have contact with children (see **Chapter 21: Recruitment and selection**); and maintain records, policies and procedures.

The Nominated Safeguarding Person (NSP) must take lead responsibility for safeguarding children. Childminders must take the lead responsibility themselves.



See **Chapter 8: Roles and responsibilities of the Nominated Safeguarding Person (NSP)**

## **Policies and procedures**

To safeguard and protect children, providers must have and implement policies and procedures in line with Ealing and the London Safeguarding Children Board guidance. Policies and procedures must be in writing and available to parents, carers and Ofsted inspectors. All staff and any assistants must understand and know how to implement these policies and procedures in practice, and also be able to explain them to parents and carers.

Although childminders are not required to have written policies and procedures, we strongly recommend all childminders to follow the same safeguarding and welfare requirements as other providers.

Schools are not required to have separate policies to cover EYFS requirements if these are met through an existing policy.

## **Learning and development**

Providers must work in partnership with parents and/or carers to promote the learning and development of all children in their care, and to ensure they are ready for school.

Early years settings should develop a strong partnership with parents and positive relationships with children. This partnership should enable children to develop and learn in different ways. Each child should be treated as a unique individual who is constantly learning and is able to show resilience, capability, confidence and self-assurance.

Ongoing assessment is an integral part of the learning and development process, and helps parents, carers and practitioners to recognise children's progress, understand their needs and to plan activities and support. Each child's level of development must be assessed and practitioners must indicate whether children are meeting, exceeding or not meeting their expected levels of development.

## **Safeguarding and welfare**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. All providers are required to create high quality settings which are welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence.

Ofsted registers four types of childcare provider: childminder, home childcare, childcare on domestic premises and childcare on non-domestic premises.

Ofsted and inspectorates of independent schools consider the Early Years Foundation Stage (EYFS) in carrying out inspections and report on the quality and standards of provision. Inspection reports are published, and Ofsted may issue a notice to improve and/or may issue a welfare requirements notice. It is an offence for a provider to fail to comply with a welfare requirements notice.

In addition to the legislative frameworks and guidance all staff and volunteers working with children must adhere to (see **Chapter 5: Guidance and procedures**), the Early Years Foundation Stage (EYFS) (2014) sets the standards to ensure all providers meet the requirements of the Child Care Act 2006. These requirements are for learning and development and for safeguarding children and promoting their welfare.

## Appendix 1

# Safeguarding procedures checklist

Answer each question to determine if your organisation has key safeguarding arrangements in place. List the actions you will take if any questions have been answered with a 'no'. For help and support with any identified action points, please refer to the relevant chapters of the Yellow Book.

1) Nominated Safeguarding Person (NSP) and Deputy NSP	Yes	No	Action
Has an NSP been appointed in your organisation?	<input type="checkbox"/>	<input type="checkbox"/>	
Has a Deputy NSP been appointed in your organisation?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the NSP/Deputy NSP meet the eligibility criteria? (See Chapter 8.)	<input type="checkbox"/>	<input type="checkbox"/>	
Are details of the NSP and the Deputy NSP included in your policy document and displayed in staff and service user areas?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the NSP/Deputy NSP follow the Yellow Book in relation to all safeguarding matters?	<input type="checkbox"/>	<input type="checkbox"/>	
2) Policy, Procedures and Training	Yes	No	Action
Does the organisation have a child protection/safeguarding policy statement?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the organisation have a code of behaviour for staff and volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	
Are staff and volunteers aware of the Yellow Book and key procedures for responding to concerns about a child/young person?	<input type="checkbox"/>	<input type="checkbox"/>	
Are documents such as the Yellow Book, safeguarding/child protection policy and key contacts in Ealing readily available to all staff and volunteers?	<input type="checkbox"/>	<input type="checkbox"/>	
Have all staff and volunteers completed an Introduction to Safeguarding/Child Protection training in Ealing?	<input type="checkbox"/>	<input type="checkbox"/>	

3) Safeguarding friendly environment	Yes	No	Action
Is safeguarding included in all staff/volunteer inductions?	<input type="checkbox"/>	<input type="checkbox"/>	
Is safeguarding regularly discussed in supervision and team meetings?	<input type="checkbox"/>	<input type="checkbox"/>	
Is information about support for children, young people and families in Ealing available in your organisation's service user areas (e.g. leaflets, posters)?	<input type="checkbox"/>	<input type="checkbox"/>	
4) Record keeping	Yes	No	Action
Is there a system for staff to log their concerns and any incidents?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the NSP have an established system for recording and storing confidential child protection information?	<input type="checkbox"/>	<input type="checkbox"/>	
5) Information to parents/carers	Yes	No	Action
Is information about the organisation's role in safeguarding children/young people available to parents/carers?	<input type="checkbox"/>	<input type="checkbox"/>	
Are concerns about children/young people shared and discussed with parents/carers (unless doing so would place a child/young person at risk of harm)?	<input type="checkbox"/>	<input type="checkbox"/>	
6) Managing staff and volunteers (including allegations)	Yes	No	Action
Does your organisation follow safe recruitment guidance as outlined in the Yellow Book? (See Chapter 21.)	<input type="checkbox"/>	<input type="checkbox"/>	
Are procedures in place regarding what to do when an allegation has been made against a member of staff or a volunteer? (See Chapter 20.)	<input type="checkbox"/>	<input type="checkbox"/>	
Is it clear who the LADO is and when they should be contacted? (See Chapter 20.)	<input type="checkbox"/>	<input type="checkbox"/>	

## Appendix 2

# Guidance on developing a safeguarding children policy

### Why does every organisation need a safeguarding policy?

- This is a legal requirement (Section 11 of the Children Act 2004).
- To effectively protect children from harm and abuse, and to promote their welfare.
- To set out clear rules for all staff and volunteers to follow.
- To help parents/carers make informed decisions about trusting you with their children.
- To make it harder for unsuitable individuals to gain access to children.
- To evidence your organisation's commitment to safeguarding to the local authority, the Charity Commission, funders, commissioners and other strategic partners and stakeholders.

As well as a safeguarding policy, your organisation must adopt safeguarding procedures and other related policies, for instance safe recruitment. The easiest way to do this is to adopt the Yellow Book as your policy and procedures document and supplement it with a tailored, short policy.

Please refer to **Chapter 2: Adopting the Yellow Book as your policy and procedures**

Your safeguarding children policy should contain the following elements:

- Statement of commitment.
- The purpose of your policy.
- Scope of the policy/who it applies to (e.g. staff, trustees, volunteers, sessional workers).
- Definitions of safeguarding and child protection.
- Legislative framework (e.g. Children Act 1989 and 2004, Working Together 2013).
- Underlying principles (e.g. welfare of the child is paramount, information sharing).
- Details of your NSP and the Deputy NSP (names, job/role titles, contact details).
- Date when adopted and review arrangements (how often you plan to review it).

To make your safeguarding policy more effective, attach a code of behaviour to the policy document.



Please refer to **Appendix 3: Model safeguarding children policy statement**

**Remember:** A good safeguarding children policy should:

- Be clear
- Succinctly communicate the key messages
- Reflect the particular nature and needs of your organisation
- Contain all core elements (see above)
- Avoid professional jargon or vague/unclear statements that are subject to individual interpretation

## Appendix 3

# Model safeguarding children policy statement

YOUR  
LOGO

**Safeguarding children is the responsibility of everyone**

### Statement of commitment

We are aware that many children and young people are victims of different kinds of abuse. This includes children who live or access activities in Ealing. We are also aware that many families in Ealing experience hardship and various difficulties, and they need support in order to provide adequate care for their children.

At [name of your organisation] we aim to create an environment that is safe, and we are committed to doing everything in our power to protect children, promote their welfare and support their families.

### Purpose of this policy

The purpose of this policy is to:

- Effectively safeguard children and promote their rights and welfare.
- Provide all staff and volunteers with clear rules to follow.
- Make all staff and volunteers aware of what is expected of them in terms of their approach, behaviour and actions.
- Evidence to [name of your organisation] users, parents and carers, the local community, partner organisations, the local authority and funding and commissioning bodies that [name of your organisation] is committed to safeguarding.

### Scope of this policy

This policy applies to all [name of your organisation] staff and volunteers, including trustees, sessional workers, students on work placements and anyone working on behalf of [name of your organisation].

### Definitions

**Safeguarding and promoting the welfare of children** is the process of:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best life chances.

**Child protection** is the process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.

## Legislative framework

At [name of your organisation] we recognise our legal responsibility to safeguard children and promote their welfare. We will therefore act within the framework set by the Children Act 1989 and The Children Act 2004. We will also follow the Working Together to Safeguard Children 2013 guidance.

**As our safeguarding procedures, we adopt the Ealing Safeguarding Children Guidance 2014 (the Yellow Book).**

## Underlying principles

At [name of your organisation] we will safeguard children by:

- Following the Yellow Book in our day-to-day work.
- Listening to children and young people and respecting and valuing them at all times.
- Challenging discrimination and promoting the right to equal protection regardless of race, ethnicity, culture, religion, faith, gender, sexual orientation, disability, social or immigration status or any other element of diversity.
- Providing effective management to staff and volunteers through support, supervision and training.
- Recruiting staff and volunteers safely, ensuring that all necessary checks are made and safe recruitment good practice guidelines are followed.
- Responding to both child protection and non-child protection concerns immediately.
- In cases of doubt, questions or need for guidance, always seeking advice by calling ECIRS (020 8825 8000), or, in cases involving staff/volunteers, the Local Authority Designated Officer (020 8825 8364 or 020 8825 8930).
- Working in partnership with children, their parents and carers, members of the local community and local statutory and voluntary organisations.
- Adhering to the attached Code of Behaviour for staff and volunteers at all times.

## Details of the Nominated Safeguarding Person and their Deputy

The Nominated Safeguarding Person for [name of your organisation] is:

Name:

Job/role title:

Contact tel.:

Email:

The Deputy Nominated Safeguarding Person for [name of your organisation] is:

Name:

Job/role title:

Contact tel.:

Email:

## Review arrangements

[Name of your organisation] will review this policy annually. In cases of relevant legal or procedural changes, we will review this policy accordingly.

---

This policy statement was adopted by the Board of Trustees/Executive Committee (delete as appropriate) on: [Date]

## Appendix 4

# Incident/concern recording log

Section 1: Details of the child and their parent/carer		
Name of child/young person:		
Gender:    Male <input type="checkbox"/> Female <input type="checkbox"/>	Age:	Date of birth:
Ethnicity:	Religion:	Childs first language:
Name of parent/carer(s):		
Home address (including postcode) and address of parent, if different to child:		
Communication needs (interpreter/signer/other):		
Special needs:		
Sibling info:		
Section 2: Your details		
Your name:	Your position:	Date and Time of Incident:
Section 3: Your report		
Are you reporting your own concerns or responding to concerns raised by someone else?		
<input type="checkbox"/> Responding to my own concerns  <input type="checkbox"/> Responding to concerns raised by someone else	If responding to concerns raised by someone else, please provide their name and position within the organisation:	
Please provide details of the incident or concerns you have, including times, dates or other relevant information (such as a description of any injuries, whether you are recording fact, opinion or hearsay):		

The child/young person's account, if it can be given, of what has happened and how:

Please provide details of the person alleged to have caused the incident/injury including, where possible, their name, address and date of birth (or approximate age):

Please provide details of any witnesses to the incident(s):

Your signature:

**Nominated Safeguarding Person received information**

Date:

Time:

NSP's signature:

## Appendix 5

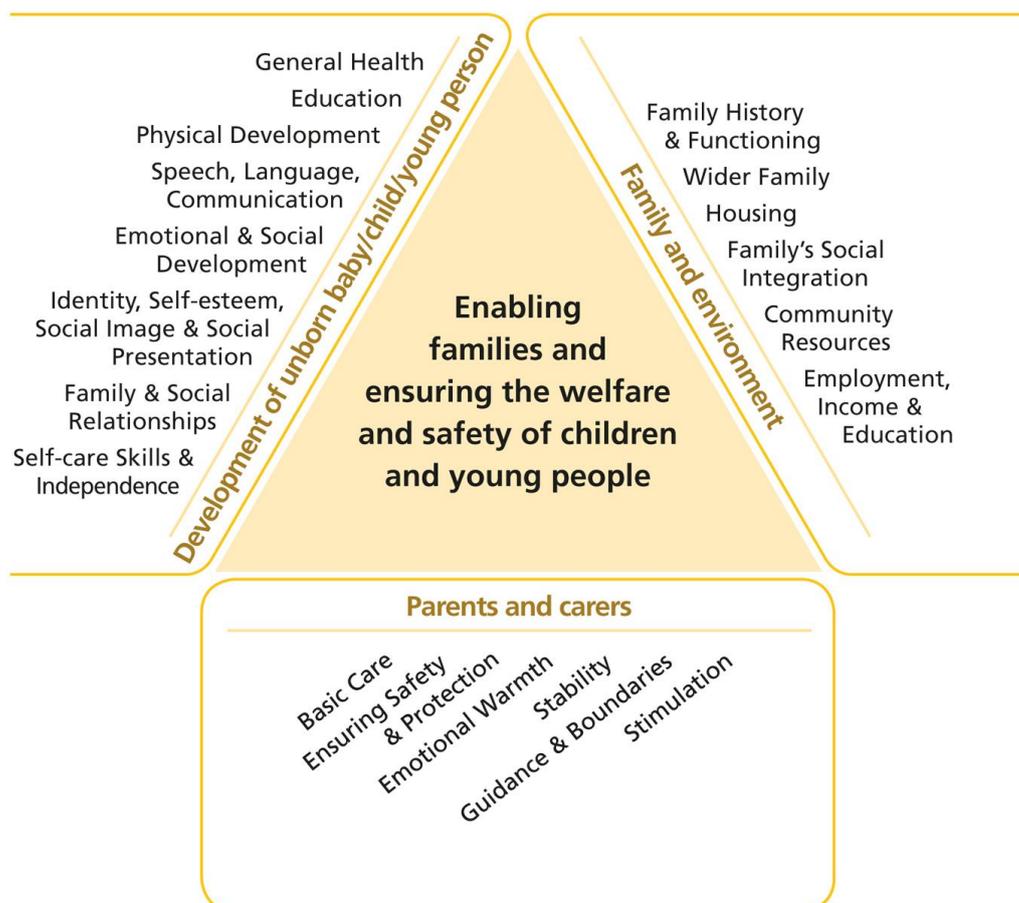
# Assessment framework

Practitioners, both those seeking to promote a child's wellbeing and those responding to concerns that a child may be experiencing or be at risk of significant harm, need to base their judgements and decisions on a sound holistic assessment. **Assessment is a process, not a one-off event, and crucially it needs to focus on the risks of harm to the child while identifying family strengths which work as protective factors.**

Regardless of how in-depth the assessment, professionals should consider three areas in a child's life:

- The child's growth and development.
- The parents/carers ability to meet the child's needs, including their capacity to keep the child safe from harm through abuse and/or neglect.
- The amount of support the child can get from his or her wider networks and environment.

## Assessment framework diagram



## Appendix 6

# Ealing Safeguarding Children Board

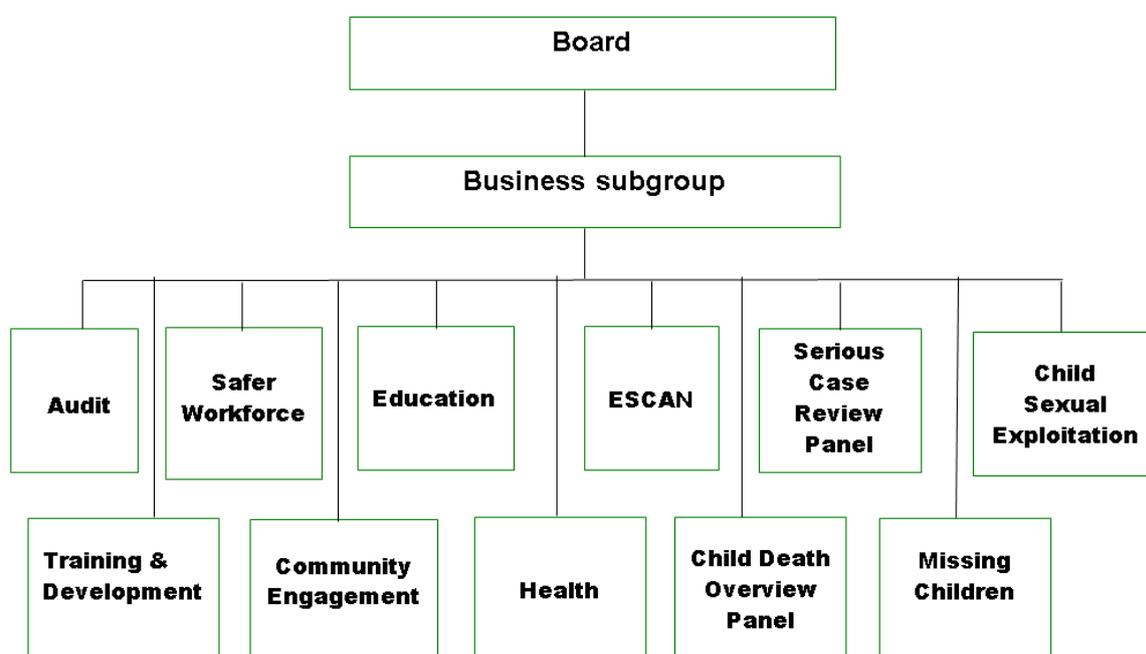


**Ealing Safeguarding Children Board (ESCB) is a statutory body established to safeguard and promote the welfare of children and young people in the borough.**

Comprising representatives from the statutory, private and voluntary sectors, the ESCB's core duty is to ensure that there are adequate arrangements within and between agencies to protect children from harm.

The ESCB also has a duty to ensure that the welfare of children is promoted in pursuit of the five outcomes (now referred to 'Help children achieve more'): health, safeguarding and security, education, employment and skills, engagement and participation.

The work of the ESCB is carried out via a number of individual subgroups as shown below:



### What do the subgroups do?

**Audit:** Carries out multi-agency reviews of practice to improve and maintain standards of safeguarding.

**Child Death Overview Panel (CDOP):** A statutory body which investigates the cause of the death of every child in the borough.

**Child Sexual Exploitation:** A high level strategic group to oversee the borough's holistic response to child sexual exploitation.

**Community Engagement:** Comprising members from voluntary groups, faith organisations and statutory partners working with children, this forum addresses the safeguarding needs of children within these groups.

**Ealing Service for Children with Additional Needs (ESCAN):** Comprising multi-agency professionals from health, education, social care and other disciplines, the group addresses the safeguarding needs of children with disabilities or other additional needs.

**Education:** Oversees and shares good practice over safeguarding in schools.  
**Health:** Comprises commissioners and providers of health services in the borough and shares best practice on safeguarding children's health.

**Missing Children:** A multi-agency strategic group to coordinate responses to children going missing from home, school or care

**Safer Workforce:** Coordinates agencies' responses to safe recruitment and employment practices

**Serious Case Review Panel:** Carries out statutory reviews when a child dies or is seriously harmed where abuse is suspected. Ensures that best practice is learned and shared to prevent future incidents.

**Training & Development:** Implements a comprehensive multi-agency safeguarding training programme for people working with children. To access ESCB Training, visit: [www.ealing.gov.uk/safeguardingboard](http://www.ealing.gov.uk/safeguardingboard) (follow training link)

**Ealing Safeguarding Children Board (ESCB)**

2nd floor, Orange NW/7

Perceval House

14-16 Uxbridge Road

Ealing W5 2HL

020 8825 9618 / [BourneS@ealing.gov.uk](mailto:BourneS@ealing.gov.uk)

**Multi-Agency Safeguarding Training:**

020 8825 9892/8274 / [escbtraining@ealing.gov.uk](mailto:escbtraining@ealing.gov.uk)

Or

[BolandB@ealing.gov.uk](mailto:BolandB@ealing.gov.uk) / [Ambika@ealingcvs.org.uk](mailto:Ambika@ealingcvs.org.uk)



You can also find many useful resources on the London Safeguarding Children Board website: [www.londonscb.gov.uk](http://www.londonscb.gov.uk)

## Appendix 7

# Key contacts in Ealing

### **Ealing Children's Integrated Response Service (ECIRS)**

Perceval House, 2nd Floor blue area  
14-16 Uxbridge Road  
Ealing W5 2HL  
020 8825 8000  
[ecirs@ealing.gov.uk](mailto:ecirs@ealing.gov.uk)

### **Child Protection Advisers (CPA), Ealing Children's Social Care (for advice)**

020 8825 8930

### **Early Help Assessment and Plan (EHAP)**

020 8825 5588 (Mon-Fri, 9am-5pm)  
[EHAP@ealing.gov.uk](mailto:EHAP@ealing.gov.uk)

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

#### **Kogi Perumall**

Perceval House  
14-16 Uxbridge Road  
Ealing W5 2HL

020 8825 8364 or 020 8825 8930

[aap@ealing.gov.uk](mailto:aap@ealing.gov.uk)

### **Ealing Service for Children with Additional Needs (ESCAN)**

Carmelita House  
21-22 The Mall  
Ealing W5 6PJ  
020 8825 8700  
[carmelitahouse@nhs.net](mailto:carmelitahouse@nhs.net)

### **Child Protection Issues for Children with Additional Needs**

020 3313 9634

### **Children Missing in Education**

Perceval House 2NE  
14-16 Uxbridge Road  
Ealing W5 2HL  
020 8825 89447/9647

### **Ealing Family Information Service (FIS)**

Early Years, 2nd Floor SE  
Ealing Council, Perceval House  
14-16 Uxbridge Road  
Ealing W5 2HL  
020 8825 5588  
[children@ealing.gov.uk](mailto:children@ealing.gov.uk)

### **SAFE West**

#### **Greenford, Northolt, Perivale, Southall**

1st Floor, Greenford Service Centre  
Oldfield Lane South, Greenford UB6 9LB

Carmen Phillips  
Team Manager  
020 8825 9086 / 07545 412178  
[phillipsc@ealing.gov.uk](mailto:phillipsc@ealing.gov.uk)

### **SAFE East**

**Acton, Ealing, Hanwell**  
Everyone Active Centre  
Acton High Street  
London W3 6NE

Isha Dhody  
Team Manager  
020 8825 6190  
[dhodyi@ealing.gov.uk](mailto:dhodyi@ealing.gov.uk)

### **Ealing Youth and Connexions Service**

Perceval House, 2nd floor  
14-16 Uxbridge Road  
Ealing W5 2HL  
020 8825 5777

### **Westside Young People's Centre**

Churchfield Road  
Ealing W13 9NF  
020 8825 5435

**Young Adult Centre Southall**

Park View Road  
Southall UB1 3HJ  
020 8571 0685

**Safeguarding Adults Team**

Perceval House, 2nd Floor blue area  
14-16 Uxbridge Road  
Ealing W5 2HL  
020 8825 8000  
[sscontactcentre@ealing.gov.uk](mailto:sscontactcentre@ealing.gov.uk)

**Ealing Play Service**

Centre for Early Years, Childcare & Play  
25a Laurel Gardens  
Hanwell W7 3JG  
020 8825 8205  
020 8825 9756  
[playservice@ealing.gov.uk](mailto:playservice@ealing.gov.uk)

**Ealing Community and Voluntary Service (ECVS)**

Children's Safeguarding Officer  
Lido Centre, 63 Mattock Lane  
West Ealing W13 9LA  
020 8280 2235  
[ambika@ealingcvs.org.uk](mailto:ambika@ealingcvs.org.uk)

**Ealing Hospital NHS Trust**

Uxbridge Road  
Southall UB1 3HW  
020 8967 5000

**Ealing Safer Communities Team**

Ealing Council, Perceval House  
14-16 Uxbridge Road  
Ealing W5 2HL  
020 8825 5994  
[Communitysafety@ealing.gov.uk](mailto:Communitysafety@ealing.gov.uk)

**West London Mental Health NHS Trust**

Trust Headquarters  
1 Armstrong Way  
Southall UB2 4SA  
020 8354 8354  
[communications@wlmht.nhs.uk](mailto:communications@wlmht.nhs.uk)

**NHS Ealing Clinical Commissioning Group**

23 Oldfield Lane South  
Greenford UB6 9LF  
0203 313 9444

## Appendix 8

### Other useful contacts

#### **Ealing Safeguarding Children Board**

##### **Training**

Multi-agency safeguarding training for  
Ealing-based professionals  
020 8825 9892 / 8274  
[escbtraining@ealing.gov.uk](mailto:escbtraining@ealing.gov.uk)

#### **London Safeguarding Children Board**

Contains the full London Child Protection  
Procedures and many other safeguarding  
resources, including supplementary  
procedures, guidance documents and  
toolkits  
[www.londonscb.gov.uk](http://www.londonscb.gov.uk)

#### **NSPCC Child Protection Helpline**

0808 800 5000 / or text 88858  
[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

#### **Child Line**

Free, confidential telephone helpline  
for children and young people  
(self-referral only)  
0800 1111

#### **Stop it Now! Helpline**

Advice and information on how to protect  
children from sexual abuse  
0808 1000 900  
[help@stopitnow.org.uk](mailto:help@stopitnow.org.uk)  
[www.stopitnow.org.uk](http://www.stopitnow.org.uk)

#### **Family Lives Helpline**

Confidential helpline offering information,  
advice, guidance and support on any  
aspect of parenting and family life.  
0808 800 2222  
[www.familylives.org.uk](http://www.familylives.org.uk)

#### **Ofsted**

Piccadilly Gate  
Store Street, Manchester M1 2WD  
0300 123 1231  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

#### **NCMA (National Child-minding Association)**

Safeguarding children service  
0845 880 0044  
Information and advice  
0800 169 4486  
[info@ncma.org.uk](mailto:info@ncma.org.uk)

#### **Criminal Record Checking (DBS checks / formerly CRB checks)**

PO Box 110  
Liverpool L69 3EF  
0870 90 90 811  
[customerservices@dbs.gsi.gov.uk](mailto:customerservices@dbs.gsi.gov.uk)

#### **Disclosure & Barring Services (DBS)**

PO Box 181  
Darlington DL1 9FA  
01325 953795  
[dbsdispatch@dbs.gsi.gov.uk](mailto:dbsdispatch@dbs.gsi.gov.uk)

#### **The Charity Commission**

The regulator for charities in England and  
Wales  
[www.charitycommission.gov.uk](http://www.charitycommission.gov.uk)

#### **Family, Child & Education Legal Advice**

Free legal advice on English law and policy  
affecting children and families  
08088 020 008 Mon-Fri 8am-8pm  
[www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

## Appendix 9

# Resource bank

### Safeguarding support

#### Safe Network

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

National Safeguarding Unit for the third sector support in England.

#### NSPCC Briefings and Factsheets

[www.nspcc.org.uk/preventing-abuse/research-and-resources/](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/) Follow the factsheets link

Short introductions to child protection, child abuse and safeguarding topics.

#### Coram CLC Child Protection Project

[www.protectingchildren.org.uk](http://www.protectingchildren.org.uk)

Free legal advice on child protection and safeguarding law and policy.

#### Safeguarding Children Supplementary Procedures (London SCB)

[www.londonscb.gov.uk/procedures/supplementary\\_procedures](http://www.londonscb.gov.uk/procedures/supplementary_procedures)

Safeguarding children: affected by gang activity, abused through domestic violence, missing from school, sexually active, sexually exploited, trafficked, missing, at risk of FGM.

### BAMER and faith groups

#### Safe Network – religious or faith-based organisations

[www.safenetwork.org.uk/training\\_and\\_awareness/Pages/faith\\_communities.aspx](http://www.safenetwork.org.uk/training_and_awareness/Pages/faith_communities.aspx)

#### Churches Child Protection Advisory Service (CCPAS)

[www.ccpas.co.uk](http://www.ccpas.co.uk)

#### Victoria Climbié Foundation

[www.vcf-uk.org](http://www.vcf-uk.org)

#### Africans Unite Against Child Abuse (AFRUCA)

[www.afruca.org](http://www.afruca.org)

#### LSCB culture and faith website

[www.londonscb.gov.uk/culture\\_and\\_faith/](http://www.londonscb.gov.uk/culture_and_faith/)

#### NSPCC – helping children from ethnic and minority communities

<http://www.nspcc.org.uk/fighting-for-childhood/our-services/services-for-children-and-families/> Follow the changing together link

#### Faith Associates – Madrassah management and safeguarding

[www.faithassociates.co.uk/test/publications/](http://www.faithassociates.co.uk/test/publications/)

#### Southall Black Sisters

[www.southallblacksisters.org.uk](http://www.southallblacksisters.org.uk)

## Online safety

### Think U Know (CEOP)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

Guide to online safety with tailored resources for parents/carers, teachers/trainers and age groups 5-7, 8-10 and 11-16. Free training is also available.

### Online Compass

[www.onlinecompass.org.uk](http://www.onlinecompass.org.uk)

Free online safety self-review tool for groups that work with children and/or young people.

### UK Safer Internet Centre

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Professionals online safety helpline:

0844 381 4772

[helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

### Safe Network Online Safety

[www.safenetwork.org.uk/help\\_and\\_advice/Pages/safety\\_online.aspx](http://www.safenetwork.org.uk/help_and_advice/Pages/safety_online.aspx)

Advice and guidance, sample policies and useful factsheets.

## General support for voluntary groups

### National Council for Voluntary Organisations (NCVO)

[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

### National Association for Voluntary and Community Action (NAVCA)

[www.navca.org.uk](http://www.navca.org.uk)

### Charity Commission

[www.charity-commission.gov.uk](http://www.charity-commission.gov.uk)

### Policies and procedures support

NAVCA:

[www.navca.org.uk/about/navcapolicy](http://www.navca.org.uk/about/navcapolicy)

NCVO HR Bank:

[www.ncvo-vol.org.uk/hrbank-policies#D](http://www.ncvo-vol.org.uk/hrbank-policies#D)

### Community Matters

[www.communitymatters.org.uk](http://www.communitymatters.org.uk)

## **Safer staff and volunteers**

**Safe Recruitment toolbox of resources – Safe Network**

[www.safenetwork.org.uk/resources/safe\\_network\\_standards/Pages/safer\\_staff\\_and\\_volunteers.aspx](http://www.safenetwork.org.uk/resources/safe_network_standards/Pages/safer_staff_and_volunteers.aspx)

**Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings**

[www.timeplan.com/uploads/documents/Downloads/Safer-Working-Practices2013.pdf](http://www.timeplan.com/uploads/documents/Downloads/Safer-Working-Practices2013.pdf)

**Recruiting Safely – guidance helping to keep children and people safe (CWDC)**

[www.education.gov.uk/publications/standard/publicationDetail/Page1/SG02/1009](http://www.education.gov.uk/publications/standard/publicationDetail/Page1/SG02/1009)

**Good Guide to Employment factsheets (NCVO)**

[www.ncvo-vol.org.uk/good-guide-factsheets](http://www.ncvo-vol.org.uk/good-guide-factsheets)

## **Preventing unsuitable individuals from working with children and managing allegations against professionals**

**Disclosure and Barring Service – criminal record checking and referring to the barring service**

[www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints](http://www.gov.uk/disclosure-and-barring-service-criminal-record-checks-referrals-and-complaints)

**What is a Local Authority Designated Officer (LADO): Safe Network**

[www.safenetwork.org.uk/help\\_and\\_advice/Pages/what\\_is\\_a\\_lado.aspx](http://www.safenetwork.org.uk/help_and_advice/Pages/what_is_a_lado.aspx)

## Appendix 10

# Commonly used acronyms

<b>AAP</b>	Allegations Against Professionals	<b>FIS</b>	Family Information Service
<b>BAMER</b>	Black, Asian, Minority Ethnic and refugee (also known as BME, BAME or BMER)	<b>FGM</b>	Female genital mutilation
<b>CA 1989</b>	Children Act 1989	<b>FMU</b>	Forced Marriage Unit
<b>CA 2004</b>	Children Act 2004	<b>HBV</b>	Honour-based violence
<b>CAF</b>	Common Assessment Framework (now EHAP – Early Help, Assessment & Plan)	<b>HO</b>	Home Office
<b>CAFCASS</b>	Children and Family Court Advisory and Support Service	<b>IDVA</b>	Independent Domestic Violence Advisor/Advocate
<b>CAIT</b>	Child Abuse Investigation Team	<b>ISVA</b>	Independent Sexual Violence Advocate
<b>CAMHS</b>	Child and Adolescent Mental Health Service	<b>LA</b>	Local authority
<b>CCPAS</b>	Churches’ Child Protection Advisory Service	<b>LADO</b>	Local Authority Designated Officer
<b>CFC</b>	Change for Children	<b>LAC</b>	Looked after child
<b>CIN</b>	Child in need	<b>LCPP</b>	London Child Protection Procedures
<b>CRB</b>	Criminal Records Bureau (replaced by DBS)	<b>LGBT</b>	Lesbian gay bisexual transgender
<b>CP</b>	Child protection	<b>LSCB</b>	Local safeguarding children board
<b>CPD</b>	Continuing professional development	<b>LSP</b>	Local strategic partnerships
<b>CSE</b>	Child sexual exploitation	<b>MARAC</b>	Multi-Agency Risk Assessment Conference
<b>CYP</b>	Children and young people	<b>MASE</b>	Multi-Agency Sexual Exploitation
<b>CYPP</b>	Children and Young People’s Plan	<b>MASH</b>	Multi Agency Safeguarding Hub
<b>CYP&amp;F</b>	Children, Young People & Families	<b>NAVCA</b>	National Association for Voluntary and Community Action
<b>DBS</b>	Disclosure and Barring Service	<b>NSP</b>	Nominated Safeguarding Person
<b>DfE</b>	Department for Education	<b>NEET</b>	Not in education, employment or training (young people)
<b>DVA</b>	Domestic violence and abuse	<b>RA</b>	Risk assessment
<b>ECIRS</b>	Ealing Children’s Integrated Response Service	<b>SAFE</b>	Supportive Action for Families in Ealing
<b>EDT</b>	Emergency duty team	<b>SEN</b>	Special educational needs
<b>EHAP</b>	Early Help Assessment & Plan	<b>SCR</b>	Serious case review
<b>ESCAN</b>	Ealing Service for Children with Additional Needs	<b>TAF</b>	Team Around the Family
<b>ESCB</b>	Ealing Safeguarding Children Board	<b>WT</b>	Working Together (to Safeguard Children)
		<b>VAWG</b>	Violence against women and girls
		<b>VCS</b>	Voluntary and community sector
		<b>YJS</b>	Youth Justice Service





***'Safeguarding is everybody's business'***

If at any time you become concerned that a child/young person has been harmed or is at risk of harm or abuse - call the Ealing Children's Integrated Response Service (ECIRS) immediately on **020 8825 8000** (24hrs for emergency calls).

You can also contact the NSPCC helpline on **0808 800 5000**.

In an emergency dial **999** for the Police.



*In partnership with*

