



Safeguarding and Child Protection

A guide for early years and childcare providers in Kingston and Richmond

This guidance is aimed at nurseries, childminders, schools, clubs, children's centres and drop-in groups. It sets out the statutory responsibilities and guidance with regard to safeguarding children and child protection. This guidance is applicable to all practitioners working with children and young adults.

July 2017



Contents

Introduction	1
How to promote a protective ethos	1
What is safeguarding?.....	2
What is child abuse and neglect?	2
Definitions of abuse and neglect	2
Physical abuse	2
Emotional abuse.....	3
Sexual abuse.....	4
Child sexual exploitation (CSE)	4
Neglect.....	4
Female genital mutilation (FGM)	5
Domestic violence and abuse.....	5
Indicators of abuse.....	6
Children who may be particularly vulnerable to abuse	6
Early Help Assessment	7
What is the Prevent duty?	7
How to implement the Prevent Duty.....	7
Promoting British Values.....	8
Single Point of Access (SPA)	8
Local Authority Designated Officer (LADO).....	9
Child protection - responsibilities of the childcare provider	9
Roles and responsibilities of the designated safeguarding officer	10
Safer recruitment.....	11
Policy statement.....	11
Planning	11
Advertisement.....	11
Information to applicants.....	11
Application form.....	11
Job description and person specification.....	12
Scrutinising applications and shortlisting.....	12
Taking up references	12
Considering references.....	12
Other checks before or at the interview stage	12
Interviews	12
Offer of appointment	13

Induction and supervision of newly appointed staff	13
Monitoring and review.....	13
Staff Code of Conduct	13
Disqualification by association.....	14
What to do if you have concerns about a child	14
What to do if a child discloses abuse	15
Seeking consent	16
What to do if an allegation of abuse is made against an adult in contact with children	16
Whistle blowing	18
Support for those involved in a child protection issue	18
Record keeping	19
Core safeguarding training.....	19
Level one: basic awareness	19
Level two: a shared responsibility.....	20
Level three: child protection process.....	20
Level three (refresher)	20
Prevent duty training.....	20
Child sexual exploitation	20
Female Genital Mutilation (FGM)	20
Domestic abuse awareness.....	20
Engaging families and working with resistance	20
Child Sexual Abuse	21
Modern Day Slavery	21
Signs of Safety Briefing.....	21
Body maps.....	22
Safeguarding incident recording form	23
Safeguarding record – Chronology from date of incident.....	26
Safeguarding processes flowchart – Kingston	27
Safeguarding processes flowchart – Richmond.....	28
Guide for parents – allegations against staff	29
Contact details	30
The Royal Borough of Kingston upon Thames	30
London Borough of Richmond upon Thames.....	30
Legislation, guidance and sources of information	31

Introduction

Safeguarding children is everyone's responsibility.

'Everyone who works with children... has a responsibility for keeping them safe'. 'No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.'

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children March 2015

Due to the close contact childcare providers have with children and families, they could be the first people to spot early signs of abuse and neglect so it is important that providers feel confident in knowing what to look out for and what to do if they have concerns.

This document sets out the statutory responsibilities and guidance for practitioners and includes:

- a definition of safeguarding and child protection
- categories and indicators of abuse and neglect
- Single Point of Access (SPA) and Local Authority Designated Officer (LADO)
- what to do if you have concerns
- roles and responsibilities
- record keeping
- safeguarding processes flowchart
- contact details

This is not an exhaustive guide and there are additional local and national documents, guidelines, resources and publications that you must refer to guide your practice, policies and procedures. Some of these are listed towards at the end of this document and additional information may be found on the Kingston, Richmond and Achieving for Children (AfC) websites, the LSCB website, or via the Early Years' Service. The term staff is used throughout the document to refer to paid and unpaid staff, childminder assistants and volunteers.

How to promote a protective ethos

Settings should have an ethos and environment that actively promotes an awareness of safeguarding and the welfare of children in their care.

All adults should act as a positive role model for children and young people and should actively promote high self-esteem in all children.

All practitioners should be confident in their knowledge of how to respond to child protection concerns and to ask for help, advice and training when needed.

Practitioners should help children learn about how to recognise and manage risks that they may face (using appropriate level of language) and act to keep themselves safe.

Practitioners should promote the safe use of ICT and help children and young people understand any potential risks this may present.

Practitioners should work with parents and carers to build an understanding of the setting's responsibilities for the welfare of children. This could be done through providing up to date safeguarding information which is shared and displayed prominently for parents.

Settings should adopt safe and robust recruitment procedures.

What is safeguarding?

For the purposes of this guide the definition of safeguarding is as follows:

'Safeguarding children is the action we take to promote the welfare of children and protect them from harm – it is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'

Safeguarding is:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

'Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.'

Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children March 2015

What is child abuse and neglect?

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

Definitions of abuse and neglect

Physical abuse

Physical abuse is a form of abuse that 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.

This is possibly a more obvious form of abuse as injuries can often be seen, but not always. All children acquire bumps and bruises, cuts and grazes from time to time but sometimes the injuries can be found in unusual places which may be cause for concern.

Signs that may suggest physical abuse:

- unexplained bruising, marks or injuries on any part of the body
- bruising to a non-independently mobile baby
- bruising to a non-mobile child with disabilities
- multiple bruising in clusters, often on the upper arm, outside of the thigh
- bruising of different colours indicating repeated injuries
- fingertip bruising to the chest, back, arms or legs
- human bite marks
- burns of any shape or size
- an injury for which there is no adequate explanation.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed, including interactions that are beyond a child's capability, as well as overprotection and limitation of exploration and learning, or preventing normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs that may suggest emotional abuse:

- neurotic behaviour, for example hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay.

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.

Signs that may suggest sexual abuse:

- pain, bruising or bleeding in the genital area
- vaginal discharge or infection
- stomach pains
- changes in behaviour
- fear of being left with a specific person or group of people
- sexual knowledge beyond their developmental level
- sexual drawings or language
- eating problems
- self-harm
- acting in a sexually explicit way towards adults
- unexplained money, gifts or treats.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status for the perpetrator or facilitator. It could be part of a seemingly consensual relationship. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

They may also include activities such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women and other children can also commit sexual abuse.

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
- respond to a child's basic emotional needs.

Signs that may suggest neglect:

- constant hunger
- constantly dirty or smelly
- loss of weight or being constantly underweight
- inappropriate clothing for the conditions
- medical assistance not sought when necessary
- mentioning being left alone or unsupervised
- poor attendance.

Definitions above adapted from Working Together to Safeguard Children 2015

Female genital mutilation (FGM)

FGM 'includes all procedures which involve partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons whether for cultural or other non-therapeutic reasons' (WHO, UNICEF, UNFPA, 1997).

FGM constitutes child abuse and causes physical, psychological and sexual harm which can be severely disabling. In the case of suspected FGM providers must not contact parents before seeking advice from SPA or mediate between the children and their parents.

Signs that may suggest FGM:

- a child may talk about a special procedure or ceremony that is going to take place
- prolonged absence from the setting
- change in behaviour on return
- damage to the genital area and/or adjacent tissues
- pain or difficulty in sitting
- bleeding or infection
- urine retention
- fracture or dislocation as a result of restraint
- psychological damage, including depression, anxiety, and sexual dysfunction

There is a mandatory duty requiring regulated health and social care professionals and teachers to report known cases of FGM in under-18s. More information regarding FGM can be found on the London Safeguarding Children Board website.

Domestic violence and abuse

The cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Signs that may suggest children are exposed to domestic abuse:

- aggressive behaviour
- displaying anti-social behaviour
- acting out their experiences
- suffering from depression or anxiety
- not achieving potential - due to difficulties at home or disruption of moving to and from refuges.

Indicators of abuse

It is vital that staff are aware of the range of physical and behavioural indicators of abuse and report any concerns to the safeguarding and child protection designated person. It is the responsibility of the childcare setting to report concerns, but that it is not their responsibility to investigate or decide whether a child has been abused.

Indicators could take a number of forms, and individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They will be viewed as part of the picture, and each small piece of information will help the safeguarding and child protection designated person decide how to proceed. The setting does not need absolute proof that the child is at risk to act.

Children who may be particularly vulnerable to abuse

All children should receive equal protection, so providers should be particularly aware of children in the following circumstances who may be particularly vulnerable.

- Looked after
- Disabled or have special educational needs
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers
- Living in temporary accommodation or living transient lifestyles
- Living in chaotic, neglectful and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- Do not have English as a first language
- Having a parent with enduring or untreated mental health problems.

Early Help Assessment

The Early Help Assessment has replaced the Common Assessment Framework (CAF). It is an assessment and planning tool that enables professionals to efficiently identify the emerging needs of children and young people at risk of poor outcomes in a timely and coordinated way. It reduces duplication of assessment and improves involvement between agencies, facilitating coordinated multi-agency support.

Training on implementing the Early Help Assessment and Planning Tool is available through CPD Online.

What is the Prevent duty?

All schools and childcare providers must have due regard to the need to prevent people being drawn into terrorism. The Prevent duty defines terminology relating to terrorism as:

Radicalisation: the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

'In order for schools and childcare providers to fulfil the Prevent duty, it is essential for staff to identify children who may be vulnerable to radicalisation, and know what to do when they are identified'. *The Prevent Duty June 2015 p5*

Childcare and early years providers are expected to demonstrate activity in the following areas:

- assessing the risk of children being drawn into terrorism
- protecting children and young people from being drawn into terrorism by having robust safeguarding policies
- ensuring that safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB)
- making sure staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- expected to ensure children are safe from terrorist and extremist material on the internet

How to implement the Prevent Duty

- Ensure that the Prevent Duty guidance and values are included in your policies and procedures including your safeguarding policy
- Ensure that all staff are aware and understand these values
- Ensure designated safeguarding officers have attended Prevent awareness training and cascaded to all staff
- Build up children's resilience to radicalisation by promoting fundamental British values

- Ensure that staff understand the risks so that they can respond in an appropriate and proportionate way
- Be aware of the online risk of radicalisation through the use of social media and the internet
- Ensure staff are alert to any changes in children's behaviour which could indicate that they may be in need of help or protection (children at risk may display different signs or hide their views)
- Ensure that staff build up an effective engagement with parents/carers and families
- Assist and advise families who raise concerns with you and signpost them to the right support
- Work in partnership with the SPA and LSCB for guidance and support
- Ensure that any resources are age appropriate for the children in your care and that staff have the knowledge and confidence to use the resources effectively

Promoting British Values

British Values are a set of four values introduced to keep children safe and promote their welfare:

- democracy,
- rule of law,
- individual liberty,
- mutual respect and tolerance for those with different faiths and beliefs.

The Early Years Foundation Stage 2017 (EYFS) places a clear duty on providers to keep children safe and promote their welfare. Personal, Social and Emotional development (PSED) supports in promoting British values, enhancing children's knowledge and understanding of others and ensuring children learn right from wrong, how to mix and share with other children, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

Practitioners should provide a range of experiences and resources for children to reflect on inclusivity, tolerance, respect and appreciation of each other and within the wider community, considering different faiths, cultures, traditions and views. It is important to promote positive relationships with parents and share ideas for use at home and encourage their input into the setting.

Single Point of Access (SPA)

SPA acts as a central hub and front door for Children Services. Professionals and members of public who have concerns around children and families refer in to SPA where information is collated and decisions are made within 24 hours. Police officers, health professional, CAMHS clinician and Early Help and Education Consultant are all part of SPA team.

Professionals should use online SPA referral form to make a referral.

SPA offer phone consultation to professionals and will provide advice and support in managing concerns. If the concerns are of safeguarding nature or the family are in need, SPA Social Workers will advise that a referral is made to ensure all the information is reviewed and safe decisions are made.

The outcome of making a referral to SPA can be:

- Advice and Signposting to universal services
- Referral to Tier 2 services such as Family Support and Early Help
- Referral to Tier 3 statutory safeguarding team such as Referral and Assessment.

When seeking advice or reporting concerns, be sure that you clearly understand and keep a record of any actions you are told to take, along with related timescales and actions taken. There is a safeguarding incident recording form (page 23-25) to support you in recording any incidents, who you spoke to and actions taken. The safeguarding record chronology form (page 26) enables you to have an overview of the incident.

Local Authority Designated Officer (LADO)

The Local Authority Designated Officer (LADO) works within children's services to help safeguard children in accordance with the statutory guidance, Working Together to Safeguard Children 2015. The LADO should be informed, through SPA, of all cases where it is alleged that a person who works with children has:

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

Once an allegation has been made, the LADO's role is to capture and co-ordinate the sharing of all the information relating to the case with the officers and agencies that need to be informed. The LADO will be involved from the initial phase, providing advice and guidance to the setting, employer or voluntary organisation, and monitoring the progress of the case through to its conclusion. LADO meetings are held where allegations are such that they may require a multi-agency response and involve both children's services and the police alongside the employer.

If an allegation does not require police or children's social care involvement the LADO will support the organisation to investigate, following their own internal procedures and can advise regarding disciplinary, training and policy matters.

A LADO information leaflet is available on the LSCB web pages.

Child protection - responsibilities of the childcare provider

Early years and childcare providers have a duty under Section 40 of the Childcare Act 2006 to comply with the 'Statutory framework for the early years foundation stage (EYFS)' - revised April 2017.

- Providers must be alert to any issues for concern in the child's life at home or elsewhere.
- A practitioner must be designated to take lead responsibility for safeguarding children in every setting. Childminders must take the lead responsibility themselves.

- Training, made available by the provider, must enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way.
- Providers must have regard to the government's statutory guidance 'Working Together to Safeguard Children 2015' and to the Prevent duty guidance for England and Wales 2015'.
- All schools are required to have regard to the government's 'Keeping Children Safe in Education' statutory guidance, and other childcare providers may also find it helpful to refer to this guidance.
- Providers must ensure they keep accurate attendance records and are aware of poor attendance which may be a cause for concern.
- If providers have concerns about children's safety or welfare, they must notify agencies with statutory responsibilities without delay. This means Single Point of Access (SPA) and, in emergencies, the police.
- Providers must inform Ofsted or their childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere) and actions taken within 14 working days.
- Providers should ensure that all safeguarding and child protection policies are annually reviewed.
- The safeguarding policy and procedures must include an explanation of the action to be taken when there are safeguarding concerns about a child and in the event of an allegation being made against a member of staff, and cover the use of mobile phones and cameras in the setting.
- Link the safeguarding policy to any supporting documents and other policies.
- Providers should develop an e-safety policy and clear rules regarding the use of the internet, social media, and any other modern technology tools within and outside the workplace.
- Providers should coordinate the early identification of vulnerable children, with the involvement of parents and carers and actively participate in the Early Help Assessment (EHA) process.

Roles and responsibilities of the designated safeguarding officer

All early years settings must nominate a senior member of staff as the designated safeguarding officer.

The designated safeguarding officer will:

- refer suspected abuse or neglect of children and young people to SPA. Urgent concerns must be reported immediately even if the designated safeguarding and child protection person is not available;
- report allegations made against members of staff to the local authority designated officer (LADO) through SPA. This is known as the duty to refer;
- develop and update child protection and other safeguarding policies ensuring staff are made aware of their responsibilities and families are familiar with how to raise a concern;

- ensure that confidential records are kept of any concerns about a child or young person and of any conversation or referrals to statutory agencies;
- provide support, supervision and advice for any staff member, volunteer or student with a safeguarding or child protection concern;
- provide safeguarding and child protection induction for new staff, students and volunteers;
- have an understanding of the Local Safeguarding Children's Board procedures;
- ensure their own safeguarding training is up-to-date and follow the recommended training requirements;
- ensure all safeguarding and child protection training is cascaded to the whole staff team, including new staff, bank or agency staff or volunteers;
- ensure staff have appropriate child protection and safeguarding training and maintain training records; and
- cooperate with any request for information from the local authority such as child protection training returns and self-evaluative forms for safeguarding and child protection compliance with section 11 of the Children Act 2004.

Safer recruitment

Policy statement

Providers should have a written recruitment and selection policy statement and procedures that detail all aspects of the process and links to the organisation's child protection and safeguarding policy and procedures.

Planning

Ensure enough time is given to each stage of the process. References should be submitted and considered prior to interview.

Advertisement

This should include reference to the organisation's commitment to safeguarding and make clear that appropriate vetting checks will be carried out.

Information to applicants

Providers should demonstrate their commitment to safeguarding. Statements about the safeguarding responsibilities of the post should be included in the job description and person specification. The information should stress that the qualifications and identity of the shortlisted candidates will be thoroughly checked and that an enhanced Disclosure and Barring Service (DBS) check will be carried out prior to appointment.

Application form

Standardised application forms should be used. It is not good practice to accept a CV (Curriculum Vitae) in place of an application form. An application form will ask for all the information you need and will provide a common set of information on all applicants to support an equitable shortlisting and selection process. You should ask for two referees as a minimum, one of which should be the

applicant's current or most recent employer. Guidance should be provided with the application form which includes an explanation that the post is exempt from the Rehabilitation of Offenders Act 1974 and that, therefore, all convictions, cautions and bind overs, including those regarded as spent must be declared. Forms should have a signed declaration that all information provided is true and that providing false information is an offence.

Job description and person specification

The job description should clearly set out the main duties and responsibilities of the post. Also, include a statement on the post holder's responsibility for promoting and safeguarding the welfare of children. The person specification should detail the qualifications and experience needed for the role and the competencies and qualities that the applicant should be able to demonstrate.

Scrutinising applications and shortlisting

At least two people should be involved in the scrutiny of applications and the shortlisting of candidates in order to ensure objectivity and avoid subjective judgements. Consider reasons for gaps in employment or repeated changes of employment without any clear career or salary progression or significant changes in role or status.

Taking up references

Wherever possible, obtain references before interview. References should always be sought directly from the referee. Referees should always be asked to comment on the candidate's suitability for the post with explicit reference to the job description and person specification, and in particular, their suitability to work with children.

Considering references

Active consideration should be given to references. It is best practice to contact at least one referee to verify that the reference has been provided by them.

Other checks before or at the interview stage

It is good practice to check the candidate's specific qualifications or experience relevant to working with children before interview. Candidates should be asked to provide original qualification certificates. The identity of the candidate will need to be checked and where a DBS disclosure is applicable to the post, all candidates should be required to bring documentary evidence of their identity that will satisfy DBS requirements. For candidates from overseas, the same processes and checks should apply, but more time may be needed to obtain references and for checking qualifications, possible criminal record etc.

Interviews

Interviews should be planned and the interviewers should be well briefed and appropriately trained in recruitment practice, wherever possible. It is recommended that interviews are conducted by a minimum of two people. Safeguarding interview questions should aim to draw out candidates' actual experience of working with children and young people, rather than asking hypothetical questions. The interview should assess the merits of each candidate against the job

requirements and explore their suitability to work with children. All candidates should be assessed equally against the criteria contained in the person specification.

Offer of appointment

An offer of appointment to the successful candidate should be conditional on all pre-employment checks having been satisfactorily completed. Where concerning information emerges from any of these checks, such as:

- the DBS disclosure or barring checks show that they are barred from working with children;
- the candidate has provided false information; or
- there are serious concerns about the candidate's suitability to work with children

an appointment should not be made and these should be acted upon by seeking advice. Where false information is provided, this may need to be reported to the police.

Induction and supervision of newly appointed staff

Newly appointed staff must not start to work with children until all appropriate checks and vetting procedures have been satisfactorily completed. All newly appointed staff should be provided with an induction programme appropriate to the roles and responsibilities of the post.

An induction programme should include thorough safeguarding information and clear expectations of behaviour and professional boundaries and staff should sign a code of conduct.

Monitoring and review

Monitoring and review of both the safer recruitment processes and induction programmes will allow for future recruitment and selection processes to be better informed and practice improved.

Ongoing supervision of all staff which includes safeguarding and child protection, including asking staff regularly to declare if there has been any change to their health or disqualification status. In addition, staff should declare if they work or volunteer at any other setting/organisation involving children or young people, and any issues outside of work that may impact on the setting. All relevant information should feed into the individual's' continuous development plan.

This information is adapted from the Richmond Local Safeguarding Children Board and Kingston Local Safeguarding Children Board Safer Recruitment: Standards and guidance for organisations who work with children and young people - Published: January 2015. The full document is available on the Kingston and Richmond LSCB web pages.

Staff Code of Conduct

Settings should have a staff code of conduct so staff understand their responsibilities to safeguard and promote the welfare of children. The code of conduct should include the settings policy on the use of mobile phones, taking photographs, dress and appearance, being fit for work, social conduct outside of the setting, intimate/personal care, babysitting and social media.

Disqualification by association

Any childcare setting or school must ensure that they are not knowingly employing a person who is disqualified in connection with relevant childcare provision. A registered provider, a member of school staff or childcare worker may be disqualified 'by association' because they live in the same household as another person who is disqualified, or because they live in the same household where a disqualified person is employed (Regulation 9 of the Childcare (Disqualification) Regulations 2009).

For early years providers: The EYFS 2017 states 'A provider must notify Ofsted or the agency with which the childminder is registered of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. If a provider or childcare worker is disqualified they may, in some circumstances, be able to obtain a 'waiver' from Ofsted.'

A provider must inform Ofsted or the childminder agency with which they are registered as soon as reasonably practicable, but at the latest within 14 days of the date the provider became aware of any relevant information.

For schools: In February 2015, the government issued guidance which clarifies the position with regard to schools. This is statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools. Schools and local authorities must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

What to do if you have concerns about a child

You may become concerned or worried about a child's care, behaviour or an injury to a child, but the child may not have said anything to suggest that they have been abused. Every case is individual and decisions to investigate or follow up a concern should be made by SPA or a social worker not by the setting manager or designated safeguarding and child protection person.

SPA can be contacted for a consultation to give initial advice and guidance. Refer to the safeguarding processes flowchart.

Providers should:

- in an emergency take action to obtain urgent medical attention for the child, if required, for example, call 999;
- stop other activity, responding to a suspicion of abuse takes immediate priority;
- report any concerns you have to the designated safeguarding and child protection person or deputy immediately, or most senior person if not available;
- if you feel the matter has not been dealt with satisfactorily, or in an appropriate or timely fashion within the setting you may refer to SPA directly;
- childminders would share concerns directly with SPA;
- refer to the safeguarding processes flowchart;

- if there is any reason to believe that a child is subject to physical, emotional, sexual abuse or neglect, report these concerns to the SPA team or out of hours Emergency Duty Team;
- record who you spoke to, any advice given and actions taken;
- referral forms are available online;
- ask the parent or carer about what has been observed, so long as it does not put the child at increased risk. (see Seeking consent, p16);
- if you decide not to discuss your concerns with the child's parents you should record this and the reason why you made that judgement;
- record exactly what has been heard or seen, what has been said, and was done;
- use a body map to record injuries but do not take photographs;
- keep the notes taken at the time, without amendments, omissions or addition, even though subsequent reports may be written (date and sign each page);
- providers should operate on a need-to-know basis only. Do not discuss the issue with colleagues, friends or family.

What to do if a child discloses abuse

It often takes a great deal of courage for a child to talk to anyone about their abuse. Children learn to be very good at covering up abuse and give plausible explanations for what happened. Children may have to betray a person who is close to them, who they may love, or who has power over them. A child who discloses may risk a great deal by hoping that you will believe what they say.

Providers should:

- ensure the immediate safety of the child;
- stop other activity and focus on what the child is saying, responding to a suspicion of abuse takes immediate priority;
- seek any necessary medical treatment without delay;
- stay calm and do not express shock or disbelief;
- listen carefully to what is being said, allow the child to continue at their own pace. Ensure questions are absolutely minimal and completely open, for example "How did that happen?"
- repeat back to the child (as accurately as possible) what you heard, to check your understanding of what the child has told you;
- tell the child they are not to blame, it's not their fault and they have done the right thing in telling you;
- not promise to keep secrets - find an appropriate early opportunity to explain it will be necessary to tell someone else in order to help them and keep them safe;
- ask the child if they have told anyone else;
- tell the child what you will do next and with whom the information will be shared;
- inform the designated safeguarding and child protection person and/or your senior manager as soon as possible;
- ask the parent or carer about what has been disclosed, so long as it does not put the child at increased risk (see Seeking consent);

- as soon as possible, record in writing what was said, using the child's own words. Note the date, time and names mentioned, to whom the information was given and ensure that all records are signed and dated;
- note anything the parent or carer tells you; and
- the designated person will follow the setting's child protection procedures and contact SPA. Childminders would inform SPA directly.

Seeking consent

While settings should seek to discuss any concerns with the child's parents or carers and where possible, seek their agreement to make a referral to SPA, there are cases where you must not discuss concerns with them before making a referral.

Concerns must not be discussed with parents or carers before referral in the following circumstances:

- where discussion would put a child at risk of significant harm;
- where discussion would impede a police investigation or social work enquiry;
- where sexual abuse is suspected;
- where female genital mutilation (FGM) is suspected to have been carried out or planned;
- where organised or multiple abuse is suspected;
- where factitious illness or induced illness is suspected;
- where to contact parents or carers would place you or others at risk; or
- where it is not possible to contact parents or carers without causing undue delay in making the referral, advice should be sought from SPA.

A decision by any professional not to seek parental permission before making a referral to SPA must be recorded, and the reasons given.

What to do if an allegation of abuse is made against an adult in contact with children

An allegation of child abuse made against a member of staff (within the work environment or outside of work) or other adult in contact with children in the setting may come from a parent, another member of staff or from a child's disclosure. The allegation or concern may relate to a person who has:

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

Providers should:

- treat the matter seriously;
- be professional and impartial at all times;
- remove the adult from the situation (if applicable);
- seek any necessary medical treatment for the child without delay;
- make a written record of the information that includes: when the alleged incident took place (time and date), who was present, and what was said to have happened and who else may have been present. Keep an open mind and avoid asking leading questions;
- write down exactly what is said, not what you think they have said, record the person's actual words. Do not rephrase and avoid interpretation, if you are not sure about a word or phrase clearly state this in your notes;
- not attempt to investigate the matter by interviewing any potential child witnesses or the accused person but simply record the facts and information presented to them;
- sign and date the written record;
- report the matter immediately to the designated safeguarding and child protection person, or senior manager. Where the designated person is the subject of an allegation, report the matter directly to SPA. Childminders must contact SPA directly;
- contact SPA within a maximum of 24 hours for advice and further guidance, who in turn will contact the LADO who will offer advice and guidance;
- cooperate fully with the processes of the SPA team and with any police investigations. If the LADO and police decide an allegation requires further investigation a multi-agency strategy meeting will be held to agree on who has responsibility for the actions, their timescales and what records are to be made;
- follow their own internal disciplinary procedure depending on the LADO's recommendation;
- ensure staff involved, including those who may have been suspended, are treated with respect, kept informed, and supported throughout the investigation;
- give the wider team the advice not to speak or discuss the matter with each other, or externally, via social media. Remind staff of media and confidentiality policies;
- ensure communication with all parties, including parents is clear and on a need to know basis in accordance with the settings policy;
- await the outcome of the investigation before taking further action;
- ensure, if it appears from the results of the investigation that the allegations are substantiated, that disciplinary action will follow, taking legal advice where necessary;
- make a referral to the Disclosure and Barring Service (DBS) if the allegation is substantiated and the person concerned is dismissed;
- inform Ofsted throughout the investigation as soon as is reasonably possible, but at the latest within 14 days of the allegations being made and actions taken. Ofsted may suspend the settings registration at any time if it considers children are at risk.
- share relevant information with all parties (e.g. staff team, parents, owners, governors) after the conclusion of the investigation if applicable.

If an adult tenders their resignation this must not prevent an allegation being followed up, a formal conclusion reached and action taken.

Parents or carers of a child involved should be informed of the allegation as soon as possible, providing provision of information and advice at that stage does not impede the enquiry, disciplinary or investigative processes. However, parents or carers may need to be told immediately, for example, if a child requires medical treatment. An information sheet that can be shared with parents showing the process is available on page 30.

Whistle blowing

Whistle blowing is when someone reports suspected wrongdoing at work, including health and safety issues, damage to the environment, a crime, misuse of public funds and where the welfare of children is being negatively affected, and the cover up of any of these.

All settings should have 'clear whistle blowing procedures, which reflect the principles in Sir Robert Francis's Freedom to Speak Up review and are suitably referenced in staff training and codes of conduct, and a culture than enables issues about safeguarding and promoting the welfare of children to be addressed.' *Working Together to Safeguard Children, March 2015*

Any individual who has reasonable suspicion of staff malpractice or concerns about a child's welfare within a setting should inform the designated safeguarding and child protection person immediately who will follow the settings procedure. If you suspect the designated person may be related to the issue you should contact SPA or Ofsted directly. You are advised to set out the background and history of your concerns, giving names, dates and places, where possible, and the reason why you are particularly concerned about the situation. All reports will be investigated and dealt with in confidence, including staff on a need to know basis.

Individuals should raise any concerns about a child to their own employer in the first instance. However, if there are concerns about how child protection issues are being handled by the setting or by another organisation, such as a concern the setting will cover it up, the complainant is concerned they will be treated unfairly or the concern hasn't been dealt with appropriately, staff can contact the NSPCC whistle blowing helpline. The helpline is staffed by a range of professionals who can give expert advice and the issue will be dealt with in confidence with the individual's anonymity protected if the complaint is taken further. Contact details are at the end of this booklet.

Support for those involved in a child protection issue

Child abuse and neglect is devastating for the child and can also result in distress and anxiety for all those involved. Allegations against staff can also be upsetting for all involved. Settings can support by:

- Taking all concerns and anxieties seriously
- Listening to staff's worries
- Responding sympathetically to requests for time out to deal with distress or anxiety

- Ensuring all those involved are kept up to date and informed of proceedings, if applicable, maintaining confidentiality
- Offering details of helplines, counselling or other avenues of external support

Record keeping

It is essential that clear and concise records are kept.

- Record the incident and include all relevant details, a sample form is available on page 24-26.
- Start a chronology at the earliest opportunity to ensure all contacts are recorded and logged. A sample form is available on page 27.
- A chronology must list specific and significant incidents, events and actions taken in relation to the child and, where appropriate, their family, with a brief explanation or cross-referenced to where the records can be found.
- All records must be dated and signed to ensure they can be attributed to the person completing them.
- Records must be written as soon as reasonably possible following any incident taking place.
- The incident, event, or observation should be described clearly and concisely, physical marks or injuries should be recorded on a body map where appropriate. A sample body map is available on page 23.
- Records should contain any comments made by the child, adult in their own words.
- Records must make a clear distinction between what is factual information and what are personal comments or thoughts.
- Record any advice given and actions taken.
- In the case of an allegation against a member of staff, a summary should be kept on the member of staff's file and the staff member should be provided with a copy.
- For related criminal or civil proceedings, records may be subject to disclosure.
- Records must be kept for an appropriate length of time.

All records and notes should be kept securely at all times. If records are kept electronically these must also be kept securely and password protected. Access should be restricted to appropriate members of staff.

Core safeguarding training

The designated safeguarding officer within an organisation should attend Level 2 and 3 as a minimum. The provision needs to be updated every three years, in between times the designated person should also be updating their skills and knowledge around the safeguarding agenda by accessing supplementary Level 3 courses or conferences every year.

Level one: basic awareness

This is a basic course that provides a baseline understanding of safeguarding principles and practice. The course is for all staff or volunteers who have infrequent contact with children, young

people, parents or carers who may become aware of possible abuse or neglect. This level can be completed via e Learning or as part of an induction.

Level two: a shared responsibility

This course is for staff or volunteers in regular contact or have a period of intense but irregular contact, with children, young people, parents or carers including all health clinical staff, who maybe in a position to identify concerns about maltreatment, including those that may arise from the use of the Early Help Assessment and Planning tool.

Childminders: The online safeguarding children course offered by the Professional Association of Childcare and Early Years (PACEY) is equivalent to the Level two course.

Level three: child protection process

This course is for members of the workforce who work predominantly with children, young people, their parents or carers and who potentially contribute to assessing planning, intervening and reviewing the needs of a child and parenting capacity where there are safeguarding concerns.

Level three (refresher)

This is a requirement that all staff refresh their training on regular basis. The minimum requirement is that training is refreshed within three years.

Prevent duty training

This course is part of the counter-terrorism strategy to reduce the threat to the UK from terrorism. To comply with the duty settings need to be able to demonstrate an awareness and understanding of the risk of radicalisation.

Child sexual exploitation

The course is an introduction to the identification of sexual exploitation, grooming, power and control in abusive relationships, reducing risk and the law around young people and sexual activity.

Female Genital Mutilation (FGM)

This briefing session will aim to provide an overview of FGM and covers the legislation in place to protect children at risk, and the duty to report concerns.

Domestic abuse awareness

This course is designed to assist in identifying possible victims of domestic abuse and to know where to go locally for help.

Engaging families and working with resistance

This interactive session will help delegates develop skills and engage with families to lessen the likelihood of resistance.

Child Sexual Abuse

This training will develop participants' knowledge of the signs and impact of sexual abuse, and how to respond effectively.

Modern Day Slavery

This course aims to educate professionals on the issue of human trafficking and modern slavery, how to identify and communicate with victims.

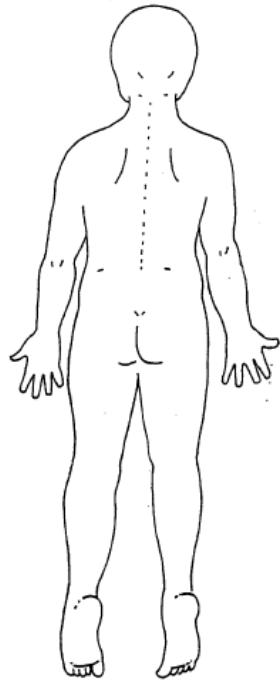
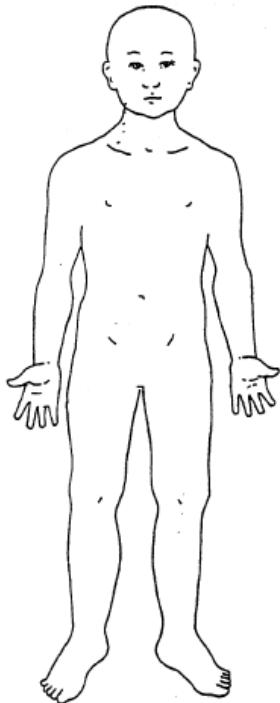
Signs of Safety Briefing

Signs of Safety is an approach which focuses on the question, 'How can the worker actually build partnerships with parents and children in situations of suspected or substantiated child abuse and still deal rigorously with the maltreatment issues?' These briefings are an introduction to Signs of Safety and will give staff and partners an opportunity to hear about Achieving for Children's intended implementation plan.

Body maps

Childs name: _____

Date of birth: _____



Name: _____

Signature: _____ Date _____

Safeguarding incident recording form

Date of incident:	Time of incident:	
Staff name/s		
Name(s) of child or children involved	Name:	Date of birth:
	Name:	Date of birth:
Give details of incident:		
Immediate actions		
When and how were parents informed?	How	Details
	<ol style="list-style-type: none"> 1. Verbally on the day at normal collection time 2. By phone at the time of incident 3. Confirmation in writing within three days 4. Other 	
If parents were not informed of a referral, please state the reason:		

Which other agencies were informed?
SPA/Out of Hours Duty Team

Date and Time:

Name:

Contact number:

Details of advice given:

Date followed up in writing:

Police

Date and Time:

Name:

Contact number:

Details of advice given:

Date followed up in writing:

Early Years' Service

Date and Time:

Name:

Contact number:

Details of advice given:

Date followed up in writing:

Ofsted or registering body

Date and Time:

Name:

Contact number:

Details of advice given:

Date followed up in writing:

Other

Date and Time:

Name:

Contact number:

Details of advice given:

Date followed up in writing:

**How it was dealt with/
Actions taken?**

(Please tick all that apply)

1. Internal assessment (e.g. reviewed risk assessment, or staff deployment resulting from incident)
2. Investigation by Ofsted/registering body
3. Investigation by other agencies (please give details)

**Give dates and details of
investigations carried out**

Give details and attach any reports or correspondence that are relevant	NB: any follow up conversations, phone calls, correspondence, emails etc. must include date, time, name of contact and be securely attached to original form.
Action and Outcomes: (Please tick all that apply)	<ol style="list-style-type: none"> 1. Internal actions 2. Actions agreed with Ofsted/registering body 3. No action 4. Actions agreed with other agencies including Early Years and Childcare Team 5. Other action taken by Ofsted/registering body e.g. changes to conditions of registration
Please give details:	
Has a copy of this record been shared with parents? YES NO	
If NO, give reason:	
Name of recorder: Position: Signature:	
Date record completed:	
Outcome notified to parents (Within 28 days) Date:	YES

Safeguarding record – Chronology from date of incident

Name of child or adult: _____

Date and time	Name	Comments, records, contacts	Actions required	Date action completed

Safeguarding processes flowchart – Kingston

Practitioner has concerns about child's welfare or an allegation against an adult. Practitioner ensures they have discussed these concerns with parent or carer unless they are concerned the child is in immediate danger.

Call 999 if you think a child is in immediate danger



Early years providers: Practitioner shares concerns with manager and/or the designated safeguarding and child protection person as appropriate

Children's centres: Practitioner shares concerns with designated safeguarding and child protection person for the children's centre. Report to SPA or allocated social worker where known.

Childminders: may refer to SPA directly

SPA offer phone consultation to professionals and will provide advice and support in managing concerns

Any individual with concerns may also contact SPA directly



Still has concerns



Designated person or practitioner contacts

Single Point of Access

Kingston SPA: 020 8547 5008

Out of hours: 020 8770 5000

An online SPA referral can be made at

https://www.kingston.gov.uk/info/200235/supporting_a_nd_safeguarding_children/1247/form_sp_referral_form

Follow any advice given by SPA or LADO

Use the safeguarding incident recording form to record information and support discussions



Early Years providers:

Contact Ofsted on 0300 123 1231 or your childminder agency to report a significant event within 14 days.

Inform your Inclusion & Improvement Advisor (I&IA).

Children's centres: record activity at centre level and monitor.



SPA acknowledges receipt of referral and decides on next course of action within one working day.



Local Authority Children's Social Care starts initial assessment or LADO requests initial meeting.



No longer has concerns



Ensure accurate records are collated, maintained and that they are securely stored.

It is your duty to protect any information you send electronically.

Ensure children's details are e-mailed securely and do not breach the Information Commissioners Office guidance. Confidentiality must be maintained adopting a 'need to know' approach.



No further child protection action.

Early Years providers: may need to act to ensure services are provided and discuss this with their I&IA for further support.

Children's centres: Continue to engage with the family through children's centre services. Bring to children's centre multi agency meeting and locality meeting.



No further local authority children's social care involvement at this stage, although other action may be necessary e.g., onward referral to Family Support Team, Primary Mental Health and children's centre manager, or an EHA may be required.

The Early Years' Service is available for advice and support at any point during this process.

This is a reference document that you should adapt for your own provision (updated April 2017)

Safeguarding processes flowchart – Richmond

Practitioner has concerns about child's welfare or an allegation against an adult. Practitioner ensures they have discussed these concerns with parent or carer unless they are concerned the child is in immediate danger.
Call 999 if you think a child is in immediate danger



Early years providers: Practitioner shares concerns with manager and/or the designated safeguarding and child protection person as appropriate

Children's centres: Practitioner shares concerns with designated safeguarding and child protection person for the children's centre. Report to SPA or allocated social worker where known.

Childminders: may refer to SPA directly

SPA offer phone consultation to professionals and will provide advice and support in managing concerns

Any individual with concerns may also contact SPA directly



Still has concerns



Designated person or practitioner contacts
Single Point of Access

Richmond SPA: 020 8547 5008

Out of hours: 020 8770 5000

An online SPA referral can be made at

http://www.richmond.gov.uk/home/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spah.htm

Follow any advice given by SPA or LADO

Use the safeguarding incident recording form to record information and support discussions



Early Years providers:

Contact Ofsted on 0300 123 1231 or your childminder agency to report a significant event within 14 days.

Inform your Inclusion and Improvement Advisor (I&IA)

Children's centres: record activity at centre level and monitor.



SPA acknowledges receipt of referral and decides on next course of action within one working day.



Local authority children's social care starts initial assessment or LADO requests initial meeting.



No longer has concerns

Ensure accurate records are collated, maintained and that they are securely stored.

It is your duty to protect any information you send electronically.

Ensure children's details are e-mailed securely and do not breach the Information Commissioners Office guidance. Confidentiality must be maintained adopting a 'need to know' approach.



No further child protection action.

Early Years providers: may need to act to ensure services are provided and discuss this with I&IA for further support.

Children's centres: Continue to engage with the family through children's centre services. Bring to children's centre multi-agency meeting and locality meeting.

No further local authority children's social care involvement at this stage, although other action may be necessary e.g., onward referral to Family Support Team, Primary Mental Health and children's centre manager, or an EHA may be required.

The Early Years' Service is available for advice and support at **any point during this process**.

This is a reference document that you should adapt for your own provision (updated April 2017)

Guide for parents – allegations against staff

If the setting is ever in the position where an allegation of abuse has been made against an adult where a child may potentially be at risk, we will follow our safeguarding procedures.

We will:

- treat the matter seriously, being professional and impartial at all times;
- remove the adult from the situation (if applicable);
- seek any necessary medical treatment for the child without delay, parents will be informed immediately if this is the case;
- report the matter immediately to the designated safeguarding person, or senior manager. Where the designated person is the subject of an allegation, seek advice from the Single Point of Access (SPA) directly. Childminders must contact SPA directly;
- not investigate the allegation ourselves, this is not our responsibility
- follow the advice and guidance of SPA and the Local Authority Designated Officer (LADO) whose role it is to co-ordinate the case;
- keep accurate records
- deal with all matters sensitively, however communication with parents will be on a need to know basis;
- inform you if your child is directly involved as soon as possible, providing provision of information and advice at that stage does not impede the enquiry, disciplinary or investigative processes;
- cooperate fully with SPA and with any police investigations. If the LADO and police decide an allegation requires further investigation a multi-agency strategy meeting will be held;
- maintain confidentiality and staff will not be able to discuss the situation;
- await the outcome of the investigation before taking further action;
- ensure, if it appears from the results of the investigation that the allegations are substantiated, that disciplinary action will follow, taking legal advice where necessary;
- make a referral to the Disclosure and Barring Service (DBS) if the allegation is substantiated and the person concerned is dismissed;
- inform Ofsted throughout. Ofsted may suspend our registration at any time if it considers children are at risk.
- share relevant information with all parties (e.g. staff team, parents, owners, governors) after the conclusion of the investigation if applicable.

If an adult tenders their resignation this will not prevent an allegation being followed up, a formal conclusion reached and action taken.

Contact details

The Royal Borough of Kingston upon Thames

Single Point of Access (SPA)

Telephone: **020 8547 5008**

Online referral:

https://www.kingston.gov.uk/info/200235/supporting_and_safeguarding_children/1247/form_spreferral_form

Emergency out of hours contact: **020 8770 5000**

For child protection concerns in an emergency outside of office hours all day Saturday, Sundays and bank holidays

London Borough of Richmond upon Thames

Single Point of Access (SPA)

Telephone: **020 8547 5008**

Online referral:

http://www.richmond.gov.uk/home/services/children_and_family_care/single_point_of_access/single_point_of_access_for_professionals/make_a_referral_to_spा.HTM

Emergency out of hours contact: **020 8770 5000**

For child protection concerns in an emergency outside of office hours, all day Saturday, Sundays and bank holidays

Local Safeguarding Children Board (LSCB)

Kingston and Richmond Local Safeguarding Children Board

Telephone: **020 8831 6323**

<http://kingstonandrichmondlscb.org.uk>

Call 999 if you think a child or young person is in immediate danger

Legislation, guidance and sources of information

- Children Act 1989, 2004 and 2006
- Children and Families Act 2014
- Convention on the Rights of the Child, UNICEF 1989
- Data Protection Act 1998
- Freedom of Information Act 2000
- The Human Rights Act 2000
- Equality Act 2010
- London Child Protection Procedures 2014
- Safeguarding and Vulnerable Groups Act 2006
- Statutory framework for the Early Years Foundation Stage 2017

Working Together to Safeguard Children 2015 A guide to inter-agency working to safeguard and promote the welfare of children	This guidance covers: the legislative requirements and expectations on individual services to safeguard and promote the welfare of children; and a clear framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services. www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf
Richmond and Kingston Local Safeguarding Children Board (LSCB)	The Local Safeguarding Children Board (LSCB) is a statutory body that ensures everyone is working together for the safety and wellbeing of children and young people. The board coordinates the work of local agencies and checks its quality to ensure children's early help and safeguarding is effective. They provide a variety of training opportunities, policies and procedures and useful resources, including guidance on the role of the Local Authority Designated Officer (LADO) and safer recruitment. The LSCB undertakes learning and improvement case reviews http://kingstonandrichmondlscb.org.uk/
What to do if you're worried a child is being abused: Advice for practitioners March 2015	This advice booklet has been produced to help practitioners identify child abuse and neglect and take appropriate action in response. It complements the <i>Working Together to Safeguard Children</i> (2015) statutory guidance. www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
Keeping children safe in education July 2015	Statutory guidance on what schools and colleges should do and sets out legal duties with which they must comply when carrying out their duties to safeguard and promote the welfare of children. www.gov.uk/government/uploads/system/uploads/attachment_data/file/418686/keeping_children_safe_in_education.pdf
Information sharing March 2015	Non-statutory guidance to support practitioners in the decisions they take when sharing information to reduce the risk of harm to children and young people. www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

The London Safeguarding Children Board	Provides strategic advice and support to London's 32 Local Safeguarding Children Boards (LSCBs). The London Safeguarding Board is not responsible for individual child protection matters, but provides a range of useful information and resources. www.londonscb.gov.uk
Disclosure and Barring Service	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). www.gov.uk/government/organisations/disclosure-and-barring-service/about
ChildLine	ChildLine is a private and confidential service for children and young people up to the age of nineteen. Children can contact a ChildLine counsellor about anything. ChildLine provides information and posters. www.childline.org.uk
NSPCC	The National Society for the Prevention of Cruelty to Children (NSPCC) is a charity campaigning and working in child protection. They help children who have been abused to rebuild their lives, protect children at risk, and find the best ways of preventing child abuse. Leaflets and posters available to download. www.nspcc.org.uk
UNICEF	UNICEF is the world's leading organisation working for children and child rights. They focus their work on the five big dangers children face in the world today: violence, exploitation and abuse, disease, hunger and malnutrition, war and conflict and disaster. www.unicef.org
Direct Gov website	This website provides you with policies, announcements, publications, statistics and consultations and information relating to legislation. www.direct.gov.uk
Ofsted	Ofsted inspect childcare, publish reports and regulate a range of children's services www.ofsted.gov.uk
Inspecting Safeguarding in Early Years, education and Skills Settings Aug 16	This Ofsted guidance sets out the key points inspectors need to consider when inspecting safeguarding in early years, education and skills settings. https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015
Child Exploitation Online Protection Unit (CEOP)	The National Crime Agency (NCA) CEOP works with child protection partners across the UK and overseas to identify the main threats to children and coordinates activity against these threats. They protect children from harm online and offline, directly through NCA led operations and in partnership with local and international agencies. http://ceop.police.uk/About-Us/
Prevent Duty Guidance	The Counter-Terrorism and Security Act 2015 contains a duty on specified authorities to have due regard to the need to prevent people from being drawn into terrorism. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty, the guidance includes a section for schools and registered childcare providers www.gov.uk/government/publications/prevent-duty-guidance ELearning module http://course.ncalt.com/Channel_General_Awareness/01/index.html

Mandatory Reporting of Female Genital Mutilation (FGM) – Home Office	The duty which came into force in October 2015 via the Serious Crime Act 2015 requires regulated health and social care professionals and teachers to report known cases of FGM in under-18s. www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information
Disqualification by Association	Guidance for schools, updated June 2016 https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/528473/Disqualification_under_the_childcare_act_June2016.pdf LSB Guidance for Schools: http://kingstonandrichmondlscb.org.uk/news-resources/information-and-guidance-for-schools-165.php
NSPCC Whistleblowing Helpline	The advice line was commissioned by the Home Office and is available to teaching or nursery staff concerned about anything from potentially harmful practices to instances of abuse. www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/ Telephone: 0800 0280285 Monday to Friday, 8am-8pm
Stop it Now!	Stop it Now is a child sexual abuse prevention campaign. It offers information, education and training, and runs a confidential helpline. www.stopitnow.org.uk Telephone: 0808 1000 900
Brook	https://www.brook.org.uk/ provides wellbeing and sexual health support for young people. They also provide training and resources for professionals e.g. The traffic light tool gives professionals a useful guide to safe, potentially concerning and unsafe sexual behaviours from 0-17years.