

Minor to Major: Safeguarding and Child Protection Policy

Outline

Minor To Major fully recognises its responsibility to safeguard and promote the welfare of children in our care. The purpose of this policy is to provide staff and volunteers with the guidance they need in order to keep children safe and secure and to inform parents and guardians how we will safeguard their children whilst they are in our care. *Minor to Major* recognises its duty of care under the Child and Young Persons Act 1963, the Child (performances) Regulations 1968, the Protection of Children Act 1999, and the Criminal Justice and Court Services Act 2000.

Context

We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers, guardians, and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect, emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. Whilst *Minor To Major* will work openly with parents as far as possible, we reserve the right to contact Children's Social Care or the Police, without notifying parents if this is in the child's best interests.

Aims

These procedures apply to all staff and volunteers working for the project. The aim of our procedures is to prevent children from being abused, and to safeguard and promote the welfare of pupils in the following ways:

- Raise awareness of child protection and safeguarding roles and responsibilities with staff and volunteers.
- Support pupils who have been abused in accordance with their agreed child protection plan.
- Support children with additional needs (i.e. learning, physical, emotional)
- Ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.
- Establish a safe environment in which children can learn and develop.
- Ensure that allegations or concerns against staff are dealt with in accordance with the Department for Education (DfE), Local Safeguarding Children's Board (LSCB) and Bristol City Council (BCC).

Minor to Major believes that:

- The welfare of the child is paramount
- All children have the right to protection from abuse
- Any suspicions or allegations of abuse should be taken seriously and responded to swiftly and appropriately

Minor to Major will endeavour to see that:

- All children will be treated equally, and with respect and dignity
- The welfare of each child will always be put first
- Constructive rather than negative feedback will be given

- Bullying will not be accepted or condoned
- Provide a positive role-model for interpersonal relationships
- Action will be taken to stop any inappropriate verbal or physical behaviour.

Guideline for action regarding a Safeguarding or Child Protection issue:

If a child discloses directly to a member of staff or volunteer, they must:

- Listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Not ask leading questions, that is, a question which suggests its own answer.
- Reassure the child but not give a guarantee of absolute confidentiality and explain the need to pass the information to others who will ensure that the correct action is taken.
- Keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the project leader. The written record *should not* be made at the time the child discloses, but should be written up as soon as possible.
- Not investigate it any further.

Reporting a child protection issue

All safeguarding and child protection concerns should be reported to the Designated Safeguarding Lead (DSL) immediately. If there is an immediate or serious risk to a child, and it is not possible to report to the DSL, a referral should be made to the Bristol Children's Services immediately (First Response: 0117 903 6444), or the police (999).

Any member of staff, volunteer, or contractor who receives an allegation made against another member of staff, volunteer, or contractor must report this directly to the DSL. Any allegation against the DSL must be made to the first response team without informing the DSL.

The DSL will make immediate contact with the First Response team without investigating, within one working day. Discussions are recorded in writing and communication with children and parents agreed. In cases of serious harm, the police will be informed by the DSL from the outset. Parental consent is not required before referring to the Bristol LADO or the Police.

Minor To Major will make every effort to maintain confidentiality and guard against any unwanted publicity in any cases of allegations against staff and volunteers until and unless the person is charged with an offence.

Contact Information

Will Peters	Company Director Designated Safeguarding Lead	07450 149129 info@minortomajormusic.co.uk
Nicola Laird	Bristol LADO	0117 9037795 nicola.laird@bristol.gov.uk
Dickon Turner	Avon and Somerset Police Department Prevent Co-ordinator (Extremism and Radicalisation)	Richard.turner@avonandsomerset.pnn.police.uk
Avon and Somerset Police	Police South West Counter Terrorism Unit	01278 9222444 channelsw@avonandsomerset.pnn.police.uk
Leanne Pook	Avon and Somerset Police FGM Lead	Leanne.pook@avonandsomerset.pnn.police.uk
The Local Safeguarding Children Board (LSCB) is the Bristol Safeguarding Children Board (BSCB)		0117 903 7786 bscb@bristol.gov.uk
To contact Bristol Children's Services about any concerns regarding the care and welfare of a child telephone: First Response		0117 903 6444 01454 615 165 (out of hours)

Other contacts

- NSPCC 24 hour Helpline: 0800 800 5000 (free from a landline)
- NSPCC Text helpline: 88858 (service is free and anonymous)
- Police: 101 (non-emergency calls)

Responsibilities of the Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a senior member of staff who undertakes lead responsibility for safeguarding and child protection within the setting. This responsibility is explicit within the role holder's job description. The DSL takes lead responsibility for promoting positive outcomes by knowing the welfare, safeguarding, and child protection issues that students are experiencing or have experienced, and identifying the impact that these issues might be having on the student's attendance, engagement, and achievement whilst in attendance.

The main responsibilities of the DSL are:

- Managing referrals
 - To take lead responsibility for promptly referring all cases of suspected abuse of any child at the School to Bristol Children's Services.
 - To take lead responsibility for promptly making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
 - To take lead responsibility for promptly making referrals to the police where a crime may have been committed which involves a child.

- Work with others
 - Liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
 - To act as a source of support, advice and expertise to staff on matters of safety, safeguarding, and child protection including when deciding whether to make a referral by liaising with relevant agencies.
- Raising awareness
 - To ensure each member of staff has access to and understands the companies Safeguarding and Child Protection Policy and procedures.
 - To ensure this Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly
 - To ensure this Policy is available publicly
 - To ensure that parents are aware that referrals about suspected abuse or neglect may be made to Bristol Children's Services and the School's role in this.
 - To provide necessary updates for staff

The DSL for Minor To Major is Will Peters, Company Director, who may be contacted on 07450 149129 or info@minortomajormusic.co.uk

Whole Staff Responsibilities

This project recognises that because of their short contact time with children, staff are poorly placed to judge any long term signs of abuse. Despite this, the project will continue to:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are heard.
- Ensure children know that there are adults in the project whom they can approach if they are worried about any problems.
- Keep sufficient record of any significant complaint, conversation, or event, and treat information with confidentiality (in accordance with information sharing protocols).
- Ensure that parents have an understanding of the responsibility placed on the project and its staff for child protection, and that parents are offered a copy of the policy on request.
- Notify parents of our concerns, and provide them with opportunities to change the situation, where this does not place the child at greater risk.
- Report any matters of concern
- To follow guidance on appropriate professional behaviour to ensure that children and staff are not placed at risk of harm or risk of allegation of harm (see 'Safe Working Practice' below)
- To raise concerns including about poor and unsafe practice, or potential failures in safeguarding.
- Be aware of the safeguarding issues concerning use of images

Informing the Project Leader

All staff and volunteers should inform the Project Leader if:

- There are any incidents or issues that might lead to concerns being raised about your conduct towards a child.
- There is any suggestion a pupil may be infatuated with you or taking an above normal interest in you.

If a member of staff is the subject of concerns or allegations of a child protection nature they should contact their professional association or trade union for support. This will also follow the protocols set out in the 'Confidentiality' policy.

If a child is missing

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child was found to be missing, we would carry out the following actions:

- Take a register in order to ensure that all the other children were present
- Inform the project leader if not immediately available
- Ask all of the adults and children calmly if they can tell us when they last remember seeing the child
- Occupy all of the other children in a safe area
- At the same time, arrange for one or more adults to search everywhere within the project site, both inside and out, carefully checking all spaces, cupboards, washrooms where a small child might hide
- Check the doors and gates for signs of entry/exit

If the child is still missing, the following steps would be taken:

- Contact the child's parents and explain what has happened, and what steps have been set in motion. Ask them to come to the project at once.
- The project leader would notify the Police
- Arrange for staff to search the rest of the school premises and grounds again.
- If the child's home is within walking distance, a member of staff would set out on foot to attempt to find them.
- Cooperate fully with any Police investigation and any safeguarding investigation by Social Care.
- Inform the Director of the company if not present.
- The company insurers would be informed

Safe Working Practice

All staff and volunteers left unsupervised will require an enhanced DBS check and should:

- Work in an open and transparent way, avoiding any actions that would lead a reasonable person to question their motivation and/or intentions
- Dress professionally and appropriately for your role
- Conduct yourself in a manner that sets a good example to students. Be an excellent role model.
- Visitors will not be allowed unsupervised access to any children in the care of *Minor To Major*
- Always wear and have visible a company lanyard with staff/Visitor ID badge
- Secure parental consent in writing to administer emergency first aid and/or other medical treatment if the need arises
 - First aid given should only be administered by a qualified first aider
 - First aid given should be recorded in writing and reported to the project leader who should then inform the parent or carer.
- Touching a student must be appropriate to their learning. It is unrealistic and inappropriate for Minor To Major to prohibit physical contact between teachers and students. Touch is very much part of what we do and it is an essential part of the creative interpretation of roles as well as a means of directing movement, encouraging performance, and providing comfort and reassurance. Where physical contact is necessary the teacher should explain the reason. However, teachers must bear in mind that even innocent actions can be misconstrued.
 - It is important for you to be sensitive to a student's reaction to physical contact and to act appropriately.
 - No student should ever be touched on a part of their body in a way that is indecent. The areas covered by bra and pants should never be touched, except in case of emergency. If there is a reason why you have had to touch a child in these areas then you should record what you have done and contact the DSL to discuss. Touch must always be related to the needs of the student.
- If physical contact is made to remove a pupil from a dangerous situation or an object from a pupil to prevent either harm to themselves or others, then this should be recorded on an incident form and reported to the Course Leader
- Understand their position of power and influence over children and not misuse it in any way. This includes but is not limited to;
 - accepting regular gifts from children
 - giving personal gifts to children
- Recognise their influence and not engage in activities out of the project that might compromise their position
- Not establish or seek to establish social contact with pupils outside of the project. This includes;
 - communication with pupils in inappropriate ways, including personal emails and mobile telephones
 - passing your home address, phone number, e-mail address or other personal details to pupils/children
 - the transportation of pupils in your own vehicle without prior management approval
 - contact through social networking sites

- Should a staff member have a pre-existing personal relationship with a student (i.e. family member, private student, family friend, etc) they should;
 - Make this known to the Project Leader and DSL immediately
 - Treat the student the same as all the other students and not show favouritism
 - Not give any special treatment or personal affection that might raise additional safeguarding concerns
 - Not to act in a way that to an outsider they would be concerned about your relationship with that student
- Only use email via the company email account or Heja to contact pupils
- To follow the guidelines set out in the 'Photography and Sharing Images' policy
- Allow children to change clothes with levels of respect and privacy appropriate to their age, gender, culture, and circumstances.
 - Boys and girls from the age of 8 must be in separate changing rooms.
 - Children of primary school age should be supervised whilst changing.
- Avoid working in one-to-one situations or giving special attention to one child unless this is part of an agreed plan or policy.
- Only arrange to meet with individual pupils in closed rooms when leadership staff have been made aware of this in advance and given their approval.
- Not to access inappropriate material via the internet
- Never use a physical punishment of any kind.
- Question any unknown adult who enters the premises and/or who attempts to engage with the students.
- Never tolerate a student's inappropriate use of language and/or behaviour. This should always be challenged.

Responsibilities of Minor to Major

- For each activity, *Minor to Major* will endeavour to appoint adequate supervision for the children within the guidelines set out by the DfE.
- In the unlikely event of a serious incident occurring, *Minor to Major* will immediately contact the parents/guardians.

Minor to Major will ensure:

- For one-off workshops or courses, all children are signed in and out by a responsible adult
- Medical forms are completed which will include contact numbers, and important personal information (i.e. medical conditions)
- The general conditions in which the children are working are acceptable for their safety and well-being
- No child is asked to do anything which may endanger life or limb
- Any child who appears unwell or excessively tired is not asked to continue participating
- There is an adequate first aid kit and accident book available at all sessions
- Children do not place themselves or others in any danger
- Any accidents are duly reported and recorded in the accident book
- Children do not leave the building unless supervised by a parent or guardian and should be signed out in the register. *Minor To Major* cannot supervise children who leave the building unaccompanied.

Responsibilities of Parents

- Parents will be made aware that *Minor To Major* has a Child Protection Policy and relevant procedures.
- Parents must ensure that, when signing the child in at the beginning of the activity, they ensure that relevant contact phone/mobile numbers are given, and state who will be collecting them at the end of the session.
- Parents must collect, or arrange collection of, their children at the end of each day
- Older children may be allowed to leave on their own and find their own way home, but this must be agreed in writing by that child's parent or carer in advance. In which circumstance the child agrees to contact the parent/carer as soon as they arrive or leave a *Minor To Major* event and the parent/carer agrees that *Minor To Major* do not have responsibility over that child once they leave our supervision.
- It is the parents' responsibility to inform *Minor To Major* of any injury, illness or condition which may affect the child's participation in the sessions.

Accidents

- To avoid accidents, adults and children will be advised of "house rules" (available to read in the *Minor To Major Behaviour Policy*) regarding health and safety, and will be notified of areas that are out-of-bounds.
- If a child is injured in the care *Minor to Major*, a first-aid kit will be available, and the injury will be recorded in *Minor To Major's* accident book (which will be kept with the first-aid kit)
- There will always be a member of staff on site who is first aid trained
- If a child joins with an obvious physical injury or illness, record of this should be made at the time of booking. Any additional learning needs or requirements should be made clear to staff members by the parents.

Heja

Heja is a communications app allowing for managing scheduling, attendance, payments, messaging, and announcements. In order to achieve transparency and ensure safeguarding practices are maintained *Minor To Major* will make sure;

- All staff, parents and students associated with large productions will be added to the Heja Team at the start of the production
- Messages to students are monitored by admins and parents of that student
- All production updates and communications will be sent using Heja
- Parents and students will be encouraged to use this platform as their main form of communication between staff and each other during the production

This policy will come into effect from: 1st September 2023

This policy will be reviewed from: 1st August 2024

What is child abuse?

The following definitions are taken from *Working Together to Safeguard Children* HM Government (2018)

What is abuse and neglect?

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

Physical abuse

Physical abuse 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.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause 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 on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

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.

Indicators of Abuse

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

NEGLECT

The nature of neglect

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12

- frequently going hungry
- frequently having to go to school in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if you're worried a child is being abused* 2006) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the designated person/child protection co-ordinator.

Indicators of Neglect

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated
- Looking sad, false smiles

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

EMOTIONAL ABUSE

The nature of emotional abuse

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse

Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away

- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

PHYSICAL ABUSE

The nature of physical abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* – e.g., shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

Indicators of physical Abuse / Factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face).
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped).
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs.
- Marks indicating injury by an object – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette.
- Scalds with upward splash marks or *tide marks*

- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adults words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

SEXUAL ABUSE

The nature of sexual abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs, or activities.

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour, Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Specific safeguarding issues

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. You can also access guidance on the issues listed below via the GOV.UK website

- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- bullying including cyber bullying
- Peer on peer abuse (PPA)
- domestic violence (DV)
- drugs
- fabricated or induced illness (FII)
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage (FM)
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking

Legislative framework

This is a brief overview of the Legislation and Guidance that staff can refer to if they want more information

United Nations Convention on the Rights of the Child (1989)

This is an international agreement setting out the minimum standards for protecting children's rights. It was incorporated into the law in the Children Act 1989. The Convention refers to all children up to the age of 18 years. In relation to safeguarding children, it states that:

- the best interests of the child should be a primary consideration when action is taken concerning them
- children are to be protected from all forms of discrimination
- every child has the inherent right to life, survival and development
- children should not be punished cruelly or in a way that belittles them
- children have the right to be protected from all forms of abuse and neglect and be given proper care by those looking after them
- children who are victims of abuse are entitled to the care and treatment needed to recover from the effects of their mistreatment.

Children Act 1989

The Children Act 1989 came into force in October 1991. It brought together legislation on caring for and protecting children and is still the framework for safeguarding children and promoting their welfare. The Children Act 1989 is underpinned by the following principles:

- **welfare principle** – the child's welfare is the paramount consideration in any decision which affects them.
- **parental responsibility** – replaces parental rights. Parents share parental responsibility with the local authority for a child in care.
- **partnership** – professionals and families must work together for the welfare of children
- **the child's voice** – a child's wishes and feelings should be sought and taken into account in making decisions affecting them (if they are old enough to understand).
- **family is best** – a child's own family is the best place for a child to be brought up.
- **no order principle** – a court order should not be made unless it is needed to improve the child's life.
- **diversity issues** – racial, cultural, religious and linguistic background must be taken into account in all decisions.

The main safeguarding provisions of the Act are:

- **child protection (s47)** – a local authority has a duty to investigate if a child is thought to be suffering, or is likely to suffer, significant harm.
- **children in need (s17)** – a local authority has a duty to assess and provide services for a child in need if parents wish it.
- **inter-agency working** – health, education and other public sector agencies are required to assist children's social care in safeguarding and promoting the welfare of children.
- **court orders** – a court can order a child to be taken into care or to be under a supervision order. It can also order a child to be given emergency protection or to be assessed.

Adoption and Children Act 2002

Section 120 extends the definition of significant harm so that actually witnessing violence can also constitute harm.

Children Act 2004

The Act puts into practice the proposals for legislation set out in the Green paper *Every Child Matters* (Cm 5860, 2003), including the creation of a Children's Commissioner for England. It proposed a national framework of change for children focusing on five outcomes:

- being healthy
- staying safe
- enjoying and achieving
- making a positive contribution
- achieving economic well-being.

The Act made it statutory to safeguard and promote the welfare of children across all statutory agencies except education (where it was already statutory – Education Act 2002, s175 and s157). It set up local safeguarding children boards (LSCBs) to oversee the safeguarding of children, and required local authorities to produce annual children and young people's plans and appoint directors and lead members of children's services.

Human Rights Act 1998

The Human Rights Act applies the European Convention on Human Rights to UK law. Article 8, which covers respect for private and family life, limits state intervention in family life, which must be "...in the interests of national security, public safety or the economic well-being of the country, for the prevention of disorder or crime, for the protection of health or morals, or for the protection of the rights and freedoms of others." This ensures that a child's right to protection overrides a family's right to privacy. Article 3 covers the rights of an individual to be free from torture and inhuman and degrading treatment. It effectively imposes an obligation on the authorities to take preventative measures to protect a child at risk of harm.

Data Protection Acts 1984 and 1998

These Acts relate to the recording of information, including information about children. Under the 1998 Act personal information must be obtained fairly and processed lawfully. This information can be shared only in certain circumstances and it has to be accurate, relevant and kept securely. In certain circumstances, the Act allows for disclosure of personal information without the consent of the subject, including that "...for the purpose and detection of crime, the apprehension or prosecution of offenders or when a failure to disclose information could place the protection of children, young people or vulnerable adults at risk." This is particularly relevant where an organisation or employer holds information about someone who could pose a risk to children.

Education Act 2002

Section 175 of this Act introduced a new statutory duty on local education authorities, maintained and independent schools and further education institutions to ensure that their responsibilities are carried out with a view to safeguarding and promoting the welfare of children and young people.

Guidance

This section deals with government guidance to agencies on safeguarding children and young people.

Keeping children safe in education (HM Government 2019)

It sets out what schools and colleges must do to safeguard and promote the welfare of children and young people under the age of 18.

Working Together to Safeguard Children (HM Government, 2018)

This document is the main national reference for safeguarding. It provides guidance on how agencies should work together to protect children. It covers the roles and responsibilities of all professionals who come into contact with children through their work and describes the child protection process. It replaces the 2010 guidance with the same title.

What to Do if you're Worried a Child is Being Abused (HM Government, 2015)

This practice guidance was issued following the inquiry conducted by Lord Laming into the death of Victoria Climbié. It spells out the processes to be followed when there are concerns about a child's welfare, including their safety, and provides clear expectations of everyone working with or coming into contact with children and their parents or carers.

Safeguarding Children and Safer Recruitment in Education (Department for Education and Skills, 2007)

Linked to the Education Act 2002, this guidance sets out the legal duties of local education authorities, schools and further education colleges to safeguard and promote the welfare of children, and provides vetting and barring guidance in accordance with the Bichard Committee recommendations.

Information Sharing – practitioners' guide (HM Government, 2006)

This guidance explains the principles which should govern the sharing of information between staff and agencies. It includes six key points to guide practitioners and can be found at www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/a0072915/information-sharing

Model Recording Form

Child's Name:

D.o.b.

Details of concern	Action taken - To whom and organisation	Outcome of action	Further actions required by whom and when	Review Date

Name of person raising concern:

Name of Manager:

Signed:

Signed:

Date:

Date: