



**Sir Thomas Abney**  
PRIMARY SCHOOL

# **SAFEGUARDING POLICY**

***At Sir Thomas Abney we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.***

***Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.***

Sir Thomas Abney will fulfil local and national responsibilities as laid out in the following documents:

- Keeping Children safe in Education (DfE September 2016)
- Working Together to Safeguard Children (March 2015)
- The Procedures of City and Hackney Safeguarding Board
- The Children Act 1989
- The Children Act 2004
- The Education Act 2002 2175/s157
- The Children and Families Act 2014
- The Education (Health Standards) (England) Regulations 2003
- What to do if you're worried a child is being abused (March 2015)
- London child protection procedures
- Safeguarding children and young people from sexual exploitation (DfE 2009)
- Guidance on Child Sexual Exploitation (Barnardos 2014)
- The Serious Crime Act 2015
- Counter Terrorism and Security Act 2015
- Prevent Duty Guidance 2015
- The School Staffing (England) Regulations 2009 as amended by SI 2012/1740 and SI 2013/1940
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, DfE 2014

## INTRODUCTION

We believe that Sir Thomas Abney provides a safe, positive and caring environment in which children can grow in their social, physical and moral development. We recognise the vital contribution our school can make in safeguarding children from harm and we carry out our responsibilities actively and enthusiastically in liaison with all other concerned parties.

The four main elements to this policy are:

- **Prevention** through the curriculum and pastoral support offered to children and their families
- School's child protection **infrastructure and procedures** for identifying and reporting cases (or suspected cases) of abuse or other child protection concerns including Prevent and Private Fostering
- **Definitions, signs and symptoms of abuse** including CSE, FGM
- **Support** for children who may have suffered significant harm, and their families
- **Staff recruitment, management and support systems** which protect children

Our policy applies to all staff, volunteers and governors working in the school. Concerned parents/carers may also contact school governors or the named member of staff for child protection.

We recognise the need to be alerted to the risks posed by strangers who may wish to harm children in school or travelling to and from school and their homes.

## AIMS OF THE POLICY

- To support the development of the whole child as an individual by promoting security, confidence and independence
- To raise awareness of all staff to their responsibilities in identifying and reporting possible causes of abuse
- To ensure that staff concerned with particular children in need are aware of their role in safeguarding
- To use a clear system of monitoring children who are known to be or considered as likely to be at risk of harm
- To ensure that good communication between all members of staff is fostered
- To develop and promote effective working relationships with other agencies, especially Social Services and the Safer School Partnership officers of the Metropolitan Police

- To ensure all adults working within the school with access to children have an up to date Disclosure Barring Service (DBS) check in order to establish their suitability for working with children and have signed the Disqualification by Association document (where age applicable)

## **PREVENTION**

We recognise that developing the necessary qualities within both the children themselves and the school as a whole can help prevention.

The school will therefore:

- establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- ensure children know that there are adults in the school who they can approach if they are worried or in difficulty
- include in the curriculum activities and opportunities which equip children with the skills they need to stay safe from abuse and ensure that they know who to turn to for help, mainly through whole school assemblies, PSHE and the wider curriculum
- include in the curriculum, materials which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to the care of children
- include in the curriculum the opportunity for children to explore the issue of diversity and understand Britain as a multi-cultural society. Providing a safe learning environment in which children can raise controversial questions and concerns without fear of reprimand or ridicule and explore boundaries of what's acceptable will engender an open attitude to multi-cultural and race issues. This is based on the principle that people should treat everyone with respect whatever their race, gender, sexual orientation, religious belief, special need or disability.

## **INFRASTRUCTURE AND PROCEDURES**

The procedures for safeguarding children will be in line with the Local Safeguarding Children's Board and in Hackney this is City and Hackney Safeguarding Children's Board.

At Sir Thomas Abney we will ensure that:

- We have a Designated Safeguarding Lead who receives regular inter-agency training and refresher training every 2 years.

- During the Designated Safeguarding Lead's absence another member of staff will act on their behalf having received the appropriate training
- Every member of staff and every governor knows:
  - the name of the Designated Safeguarding Lead and deputy Designated Safeguarding Lead and their roles
  - that they have an individual statutory responsibility for referring child protection concerns to the designated staff as soon as can reasonably be considered possible
- All members of staff receive inter agency training every 3 years which covers:
  - their personal responsibilities in relation to child protection
  - the school's Safeguarding procedures
  - how to support a child who tells of abuse
  - appropriate legislation related to child protection
- All members of staff receive yearly refresher training and termly updates delivered by the DSL
- All matters relating to child protection are confidential. Information about a child will only be disclosed to members of staff on a need to know basis
- All staff are aware of their professional responsibility to share information with the DSL and other agencies in order to safeguard children. This includes promptly sharing their concerns in writing with the DSL. Written concerns need to be placed in a sealed envelope and delivered to the secure office of the DSL. The DSL is alerted to a concern either in person or via email.
- When adults in the school have a concern about a child or young person they should: Complete a concern form in writing or email straight away. Concern Forms can be found in the staffroom and office. The DSL should be informed in person that a concern has been raised immediately.
- All staff are aware that they should never promise a child that they can keep secrets for them
- All members of staff recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse
- Parents/carers are aware of the responsibilities of staff with regard to child protection and understand the role they play in child protection and that good communication between parents/carers and the school is vital to this
- Copies of this policy are available on request to parents/carers
- All new members of staff are given a copy of our Child Protection procedures during their induction
- The Safeguarding Policy is reviewed and updated annually

- Entry to school premises is controlled by doors, electronically controlled gates and CCTV and that authorised visitors will be logged into and out of the premises

The Designated Safeguarding Lead is responsible for:

- Ensuring that he/she works closely with the Deputy Designated teachers such that he/she can act effectively in their absence
- Adhering to the London Child Protection Procedures by referring children to Social Services in the child's home borough if there are concerns about their safety or well being
- Ensuring that in the case of a referral to social services, the parents/carers are informed immediately, unless doing so would put the child concerned at risk of further harm
- Ensuring that written records are kept about any child about whom there are concerns of possible abuse or neglect
- Storing such records confidentially in a securely locked location
- Checking the attendance of children on the Child Protection register and notifying the local social services team if:
  - a child on the child protection register is excluded either for a fixed term or permanently
  - there is an unexplained absence of a children on the child protection register of more than two days duration from school (or one day following a weekend)
- Attendance at initial case conferences, core groups and child protection review conferences
- Submitting written reports to Social Services on request within the agreed time limits
- Liaising with other agencies to safeguard children
- Notifying parents/carers as soon as possible if a child sustains an injury or are affected by an incident whilst they are the responsibility of the school
- Ensuring that a photocopy of all child protection records is forwarded, under confidential cover, to a child's new school following a transfer
- Retain copies of all Child Protection files including those for children no longer on roll until the child is 25
- Ensuring all staff receive current training on the relevant signs of Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE) and their responsibilities in reporting any concerns to the DSL (see attached material)
- Ensuring the curriculum content and delivery supports Community Cohesion and prevents radicalization

## DEFINITION, SIGNS AND SYMBOLS OF ABUSE

### Types of abuse and neglect

All school staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), 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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving 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:** 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Specific safeguarding issues**

All staff have an awareness of safeguarding issues- some of which are listed below. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear as to the school policy and procedures with regards to peer on peer abuse.

### **Child sexual exploitation**

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.



Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

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

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children displaying inappropriate sexualised behaviour;
- Children who regularly miss school or education or do not take part in education.

Staff should be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of sexual exploitation:

**Inappropriate relationships:** Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

**Boyfriend:** Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafes or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

**Organised exploitation and trafficking:** Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

### **Female Genital Mutilation (FGM)**

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include;

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo normal medical examinations
- Confiding in a professional without being explicit about the problem due to embarrassment or fear
- Talking about pain or discomfort between her legs

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

## **Honour Based Violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

## **Prevent Duty (See Preventing Radicalisation Policy)**

All staff have specific duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

## **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school

- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Safeguarding of children with SEND**

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

Sir Thomas Abney Primary we identify pupils who might need more support to be kept safe or to keep themselves safe by discussion at MAT meetings and completing an action plan for support.

### **Peer on Peer abuse**

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Sir Thomas Abney we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Sir Thomas Abney we will support the victims of peer on peer abuse by meeting with the children, parents/carers and completing an action plan of support.

### **Private Fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster

carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on the TES, MindEd and the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying
- children missing education
- child missing from home or care
- child sexual exploitation (CSE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- trafficking

### **Sexual orientation and gender identity**

A child coming out as a lesbian, gay, bisexual or trans does not constitute a safeguarding risk and the information should be treated as confidential

Disclosing someone's sexual orientation or gender identity whether they are staff or pupils, without their consent is a breach of confidentiality. This includes disclosures to a child's parents or carers.

## **SUPPORT**

We recognise that when children are the victims of abuse or are witnessing domestic violence their self-esteem and sense of self-worth will be adversely affected. This school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. All staff are encouraged to consider the underlying causes for children's behaviour.

We understand that our role is to help children combat the feelings of helplessness and self-blame they may experience in these situations. We can do this by maintaining a positive school ethos where children feel valued, safe and secure and are encouraged to talk and are always listened to.

The school will endeavour to support children with difficulties through:

- continued monitoring of their development coordinated by the designated child protection officer in collaboration with other staff working directly with those children
- keeping records and notifying social services as soon as there is a recurrence of a concern
- continued close collaboration with parents/carers
- liaison with a wide range of appropriate and trustworthy statutory and voluntary agencies who may be able to support the student
- the school's behaviour policy

## **STAFF RECRUITMENT, MANAGEMENT AND SUPPORT SYSTEMS**

### **RECRUITMENT**

Sir Thomas Abney will use the safer recruitment practices issued by Hackney Learning Trust.

All new staff and volunteers will receive Safeguarding training as part of their induction.

### **SUPPORTING STAFF**

We recognise that staff who have been involved with a child who has been abused or appears at risk of harm, may find the situation very stressful and upsetting. Support will be given to staff by providing an opportunity to talk about their anxieties and reflect on possible outcomes with a designated member of staff and to seek further external as appropriate.

### **ALLEGATIONS AGAINST STAFF**

We recognise that children may make an allegation against a member of staff. In such a case the member of staff will be informed immediately by the Headteacher.

If the allegation made to a member of staff involves the Headteacher, the member of staff will immediately inform the Chair of Governors, who will consult the (formerly LADO) Designated Officer. The school will follow The Hackney Learning Trust's guidelines for managing allegations against members of staff. A copy of these guidelines is available in school.

### **WHISTLE-BLOWING**

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Please refer to the Local Authority's Whistle Blowing Policy.

- Where an allegation has been made against the Headteacher, the Chair of Governors takes on the role of liaising with the Designated Officer (formerly LADO) in determining the appropriate way forward. For details of these specific procedures see the procedures of [The City and Hackney Safeguarding Board](#).
- Jeanette Cornelius-Campbell  
Local Authority Designated Officer (LADO)  
Safeguarding & Reviewing Service  
Hackney Service Centre  
1 Hillman Street  
London E8 1DY  
Tel: 020 8356 4569

### **STAFF CODE OF CONDUCT**

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with children and their families. Children will be treated with respect and dignity.



Whilst it would be unrealistic to prohibit all physical contact between adults and children, staff are expected to exercise caution and avoid placing themselves in a position where their actions might be open to criticism and misrepresentation.

If it becomes necessary to physically restrain a child for their own or others' safety, this should be in line with the school's policy for restraint, a record will be made of the incident and the Headteacher informed on the same day.

First aid will only be administered by qualified first aiders. All first aid and routine hygiene care will be appropriately recorded. If it is necessary for the child to remove clothing for this treatment, there should be an adult of the same gender as the child present.

Following DfE guidance, photography of a child, for the purpose of recording their progress is permitted only on a school camera. It is not permitted for staff to take photographs using their own camera as a means of protecting the child.

School staff should also be alert to the possible risks which might arise from contact with children outside the school. Home visits to children should only take place with the knowledge and approval of the Headteacher.

The Designated Safeguarding Lead is:

- **Lynn Willis (Deputy Headteacher)**

The Deputy Safeguarding Lead is:

- **Geraldine Fitzmaurice (Headteacher)**

To contact please call the school's main office on 020 8800 1411 and ask to be put through to the Designated Safeguarding Lead.

The Nominated Governor with responsibility for Safeguarding is:

- **Leonie Allister (Chair of Governors) tel: 020 7920 7900**

**First Access and Screening Team (FAST) – Hackney Children's Social Care**

**020 8356 4844/5500**

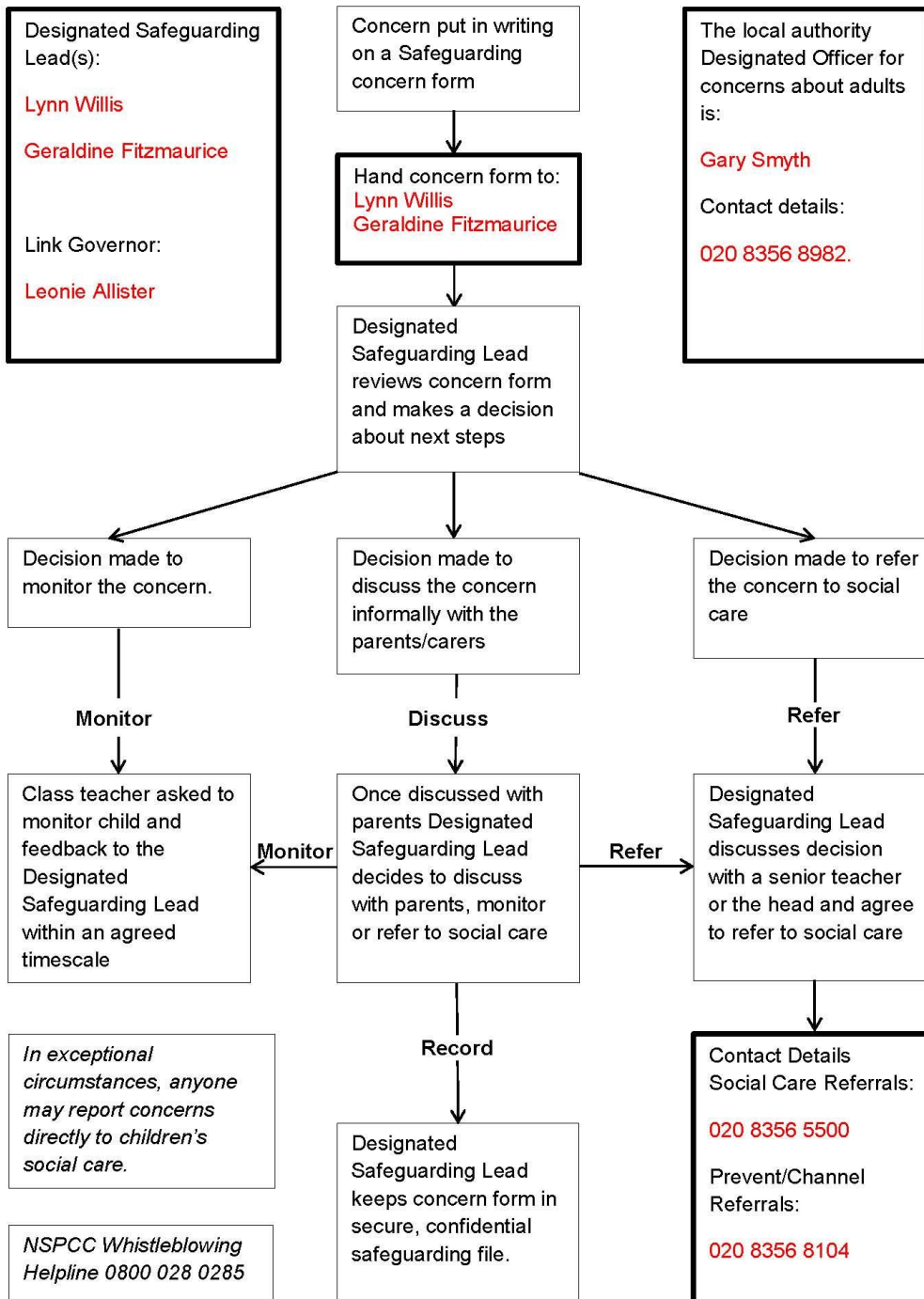
**Designated Officer (formerly known as the LADO) Liezel le Roux 020 8356 4569**

**Specific Safeguarding Issues**

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools on the TES website and also on its own website [www.nspcc.org.uk](http://www.nspcc.org.uk). School can also access broad government guidance on the issues listed via the GOV.UK website.

- Child Sexual exploitation (CSE)
- Bullying including cyberbullying
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Mental health
- Private Fostering
- Radicalization
- Sexting
- Teenage relationship abuse
- Trafficking

**FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD**



## Useful links

- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.ceop.police.co.uk](http://www.ceop.police.co.uk)
- [www.childline.org.uk](http://www.childline.org.uk)
- [www.kidscape.org.uk](http://www.kidscape.org.uk)

## Appendices

- [Working together to safeguard children \(March 2015\)](#)
- [What to do if you are worried a child is being abused \(March 2015\)](#)