

BRENTWOOD CATHOLIC CHILDREN'S SOCIETY

Child Protection & Safeguarding Policy, Procedures & Guidance

Policy Date: June 2020

Policy Reviewed: June 2021

Policy Review Date: June 2022



1 Introduction

1.1 **bccs** is a charitable organisation that operates within the Roman Catholic Diocese of Brentwood and works in schools across Essex and the London Boroughs of Barking & Dagenham, Havering, Newham, Redbridge and Waltham Forest.

1.2 Day to day management of **bccs**, is undertaken through its Director with delegated responsibilities through appointed Heads of Departments and other staff.

1.3 The Director reports to a Board of Trustees, normally on a quarterly basis. In addition, as regards this Policy, specialist advice is provided by a member of the Board of Trustees.

1.4 This document is in 4 sections, Policy, Responsibilities, Procedure/s and Guidance.

2 Policy

2.1 Child Protection statute and policy in the UK is very broadly encompassed by two over-arching principles: the welfare of the child being paramount; and the concept of significant harm. Both concepts were enshrined in the '89 Children Act. The concept of significant harm under sections 31(9) and (10) of the Children Act 1989 was amended by the Adoption and Children Act 2002, to make clear that harm includes any impairment of the child's health or development as a result of witnessing the ill-treatment of another person. See below -

Where the question of whether harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child.

- ***'harm' means ill-treatment or the impairment of health or development (including, for example, impairment suffered from seeing or hearing the ill-treatment of another)***
- ***'development' meant physical, intellectual, emotional, social or behavioural development***
- ***'health' means physical or mental health; and***
- ***'ill-treatment' includes sexual abuse and forms of ill-treatment which are not physical.***

(Children Act, 1989 pt. 1V, s31(2))

There is no legal definition of 'significant', however the '89 Act tells us: *Minor shortcomings in health care or minor deficits in physical, psychological or social development should not require compulsory intervention unless cumulatively they are having or are likely to have, serious and lasting effects on the child.*

Therefore, we assume that actions (whether individual actions, or a series of actions, or patterns of behaviour) that do have a serious and lasting impact upon a child's welfare, health and development (physical, social, emotional, psychological) amount to significant harm.

2.2 **bccs** recognises its responsibility to take appropriate steps to safeguard the welfare of children and young people who receive any service from the Society, as defined and dictated by statute, local policy and government advice.

Accordingly, **bccs** will:

- Promote and prioritise the safety and wellbeing of children and young people.
- Always follow safer recruiting procedures ensuring all relevant staff have enhanced DBS checks in place.
- Ensure all staff, trustees and volunteers understand their roles and responsibilities and comply with this policy and other child protection codes of conduct and procedures outlined in this document.
- Provide appropriate training for all staff, trustees, and volunteers to enable compliance with this policy.
- Ensure appropriate procedures are in place to ensure suitable action is taken in the event of any relevant incident or abuse being reported.
- Ensure confidential, detailed, and accurate records of all safeguarding concerns are maintained and securely stored.
- Conduct robust and appropriate risk assessment procedures and maintain adequate control measures to ensure suitability of existing safeguarding arrangements, including supervision and monitoring of the policy.
- Establish a system for monitoring and auditing this policy, to be undertaken by each Head of Department.
- Submit a safeguarding summary on a quarterly basis to the Director by the Head of School Services, outlining details of training updates, changes in legislation, outcome of monitoring and auditing this policy, together with details of any reportable incidents. This will be provided to the Governance Sub-committee in a quarterly report by the Director.
- Ensure training for **bccs** is discussed as a rolling agenda item in supervision and at team meetings. All staff should frequently keep up to date with legislation, qualifications, training and membership of professional bodies.

2.3 Should a disciplinary matter arise with reference to this policy, involving any **bccs** staff, trustees or volunteer, the Director will record the details and consult with the Chair of Trustees to determine further action.

2.4 Should any member of staff, trustee or volunteer discover or receive any allegation of impropriety on the part of any member of **bccs**, they must immediately contact the Director or, in their absence the Chair of the Board of Trustees, who must consider contacting the relevant LADO within one working day and the police, as appropriate.

3 Responsibilities

3.1 Director: Overall responsibility for ensuring compliance with this Policy rests with the Director.

3.2 Heads of Departments: Day to day responsibility for ensuring compliance with this policy is delegated to the Head of each Department. In particular, the Head of School Services and the Deputy Head of School Services, who are the designated people within **bccs**.

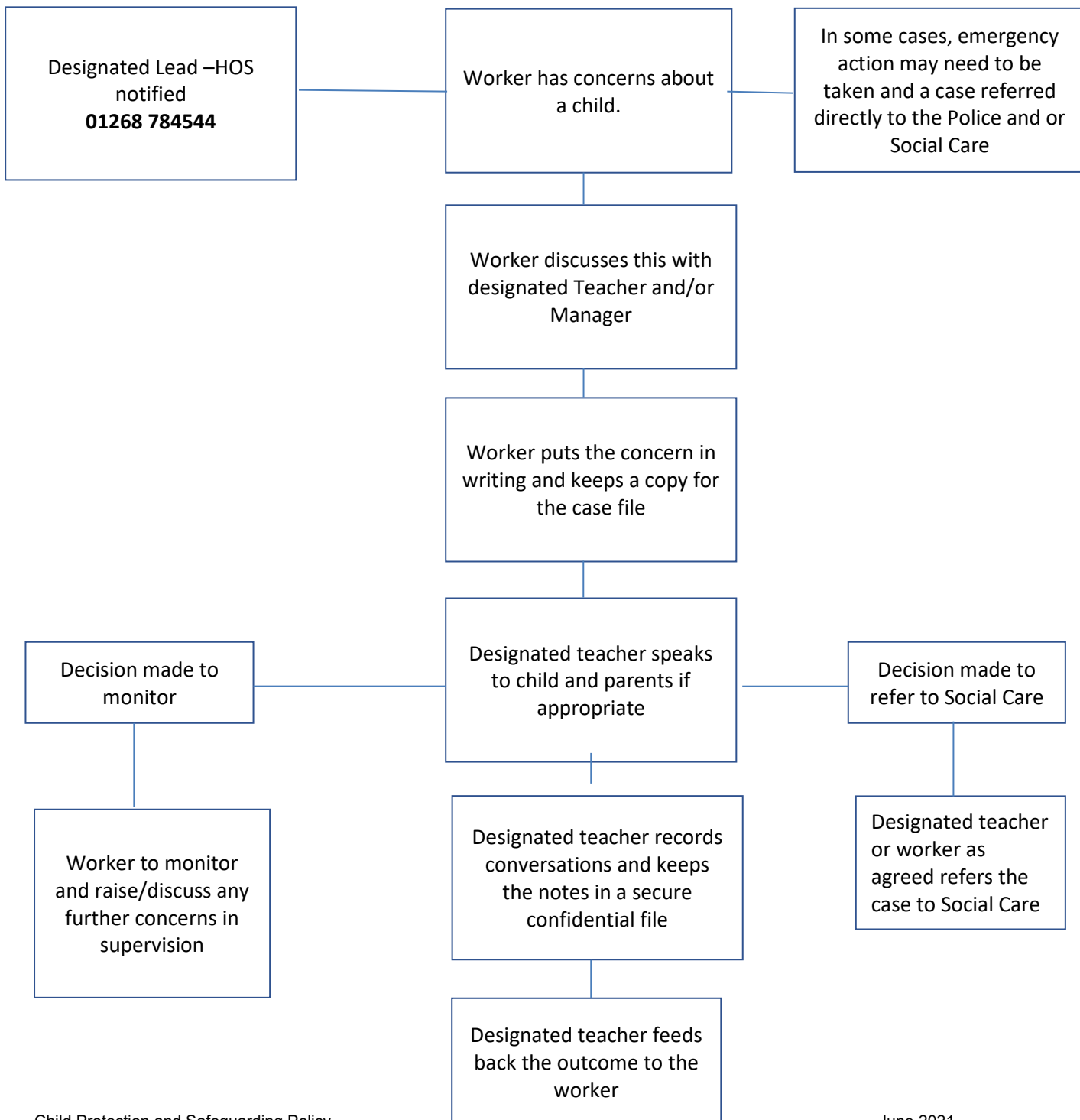
3.3 All staff, trustees and volunteers will ensure they adhere to this policy.

***bccs** regards any breach of this policy as a matter for disciplinary action.*

4 Procedures

4.1 All **bccs** staff working in Schools Services or Child and Family Counselling Services provision, or with any respective student must immediately alert the school's named safeguarding person and **bccs'** Head of School Services or Deputy to any concern or allegation of abuse. All staff should be familiar with the school safeguarding policy and procedures. Should the school not appropriately refer on (police/social services) it is the responsibility of **bccs** to ensure that the referral is made. The following flowchart illustrates this process.

Flowchart for raising concerns about a child



Once the case is closed the HOS will sign off the case and keep it in a secure confidential file

Professional Response

4.2 All professionals, whether paid or voluntary, where they come in to contact with children and young people, or similarly, all those who work in some way with adults who may be parents or carers, should:

- Be alert to potential indicators of abuse or neglect.
- Be alert to the risks which individual abusers or potential abusers may pose to children.
- Be alert to the impact on the child of any concerns of abuse or maltreatment.
- Be able to gather and analyse information as part of an assessment of the child's needs.

4.3 Due to the geographical nature of our work, **bccs** adheres to the **SET** (Southend, Essex & Thurrock) procedures, Barking and Dagenham, Havering, Newham, Redbridge and Waltham Forest Child Protection Procedures and the Pan London Safeguarding Children Board Child Protection Procedures. These procedures are in place to support and provide information about what action to take and how to proceed when there are concerns about a child.

Hearing and Observing the Child

4.4 Whenever a child reports that they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical or sexual harm to others, the initial response from all professionals should be to listen carefully to what the child says and to observe the child's behaviour and circumstances to:

- Clarify the concerns.
- Offer re-assurance about how the child will be kept safe.
- Explain what action will be taken and within what timeframe.

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality, as this could prejudice police investigations, especially in cases of sexual abuse.

If the child can understand the significance and consequences of making a referral they should be asked for their views.

It should be explained to the child that whilst their view will be taken into account, the professional has a responsibility to take whatever action is required to ensure the child's safety and the safety of other children.

Recognising Concerns

4.5 It is also important to recognise that there can be concerns over a period of time with no disclosure, however significant worries remain about a child. Members of staff should contact their supervisor in the first instance and make their school aware that they are monitoring the case. These matters should be discussed and recorded in supervision for further support and guidance. The supervisor and staff member should consider whether the child is at risk of significant harm. If there is a reasonable conclusion that the child is at risk of significant harm, a referral to Social Services should be discussed with the school.

What to do when a child wants to talk about abuse

4.6 Take care to consider the following issues, which apply whatever form of abuse is disclosed:

- Reassure the child that under no circumstances are they to blame for the abuse.
- Accept what the child says without passing judgement.
- Look directly at the child.
- Let them know you will need to tell someone else, don't promise confidentiality.
- Be aware the child or young person may have been threatened and fear reprisals for having spoken to you.
- Never push for information or question the child. If at any point a child or young person decides not to continue, accept that and let them know that you are ready to listen should they wish to continue at any time.
- Show you take seriously what you are being told.
- Stay calm—even if you find the disclosure shocking.
- People may need to repeat the account many times—this may be difficult for the listener but can be very helpful for the one who is disclosing.
- Talk through the next steps calmly.
- Reassurance that disclosing is the right thing to do.

Helpful things to say:

- It isn't your fault and you are not to blame at all.
- I take what you are saying very seriously.
- I am pleased that you have told me, thank you for telling me.
- I am sorry that happened to you.
- I will help you.

Things not to say:

- Why didn't you say something before?

- I really can't believe it.
- Are you sure this is what happened?
- Don't make false promises to the child – like confidentiality – be honest, any lies will be further abuse and betrayal.
- Never say 'I'm shocked'.

Concluding the conversation:

- Reassure the child or young person that the abuse isn't their fault.
- Reassure the child or young person they were right to tell you.
- Make sure the child or young person knows exactly what you are going to do next and tell them that you will let them know what is happening at each stage.
- Speak immediately to the school designated lead and/or the Head of School Services.

What to do after the conversation:

- Immediately refer to the school safeguarding lead or deputy. Please do not leave the school without doing so.
- Fill in the school pink slip as soon as possible after the discussion. Record exactly what the child said and when he or she said it. Note the time, date and place of the conversation and the name of any other person present and sign the form. Write up using the words used by the child. Do not substitute your own words or the anatomically correct terms.
- Do not be tempted to try to investigate further the claims – this could lead to contamination of the evidence and could jeopardise any Police investigation and criminal prosecution activity.
- Consider your own response and support, if necessary, i.e., do you need to make a referral?
- Never tell parents their child has been abused/alleged abuse; this is for the school or social care to relay to parents.
- Never discuss it with the alleged abuser.
- If you become aware that the school or **bccs** member of staff has not passed matters to social care and/or the Police, speak to the **bccs** lead for safeguarding and document your concerns. If you believe there to be an immediate risk to life or limb, which is not being recognised by the school, you should call the police or social services yourself.
- Ensure that any other children in the family are considered in safeguarding action, check that the school knows if there are siblings in other schools, or the location of pre-school siblings/excluded siblings.

Online Support and Counselling

4.7 Safeguarding remains as important in online counselling as in any other environment and all staff should ensure they continue to adhere to this safeguarding policy

- a) All online counselling must take place via Zoom or Google Meet and not any other online forum. (Please see below for information on Google Meet).
- b) An assessment of the child's suitability to access online counselling/support should be made in advance through discussion with the parent/carer with consideration to the child's own views.
- c) Discuss with parent and child/young person where in the home the child/young person will join the Zoom call and whether they would prefer the door to be open/closed/left ajar; this will depend on age and issues being discussed.
- d) Prior to the commencement of online counselling, email consent should be received by each member of staff from a parent/carer and for a Looked after child, (LAC) their Social Worker. This needs to be uploaded on Client Relationship Management (CRM).
- e) Prior to contacting your child/young person on zoom, please ensure you have the daily contact of the DSL in your school/schools. School staff may be working to a rota, so you need to ensure you have the correct contact details.
- f) Staff should only communicate with young people by Zoom when a time and date has been agreed in advance with the child/young person, their parent/carer.
- g) All Zoom meetings should be set up with a waiting room to ensure no third party can join the session. Each zoom meeting must have a separate ID and that the meeting is locked once the participant(s) have joined.
- h) Staff should ensure that there is an adult in the house – parent / carer/ trusted adult and that an emergency contact is agreed with the adult at the beginning of the meeting.
- i) Staff are to remind each child/young person that notes will be taken and recorded in the usual way on Client Relationship Management (CRM) during each Zoom meeting.
- j) If you have any concerns about the child/young person, contact your DSL in the first instance who will also hold a list of vulnerable children and young people. All disclosures should be emailed to **bccs** DSL and the school's DSL, along with the appropriate note, which will be recorded on Client Relationship Management (CRM).
- k) The only messaging forums that are permitted to contact a child/young person or their parents are text, **bccs** email, or telephone calls.
- l) All staff are to follow the code of conduct for Online Counselling/Support, see below.
- m) It is each member of staff's responsibility not to disclose personal email addresses to children/young people – or any other personal information about themselves, through Facebook and/or other social media.

- n) Headsets with microphones should be worn by staff and recommended to all children/young people and parents, thus ensuring confidentiality.
- o) Staff should present themselves as professionally as if they were face to face and understand the need to observe high professional standards.

Google Meet

- Set up a google account as yournamebccs@gmail.com.
- Ensure Out of office says **This email account is not monitored - it is only being used for Google Meet. All emails are being forwarded to my work email address – yourname@bccs.org.uk.**
- Set up email forwarding from your Gmail account to ensure all emails are forwarded to your **bccs** account.

Code of Conduct for Online Support/Counselling

4.8 This behaviour code outlines the conduct **bccs** expects from all our staff and volunteers. This includes trustees, agency staff, interns, students on work placement and anyone who are undertaking duties for the organisation, whether paid or unpaid. The behaviour code aims to help us protect children and young people from abuse and reduce the possibility of unfounded allegations being made. It has been informed by the views of children and young people. **bccs** is responsible for making sure everyone taking part in our services has seen, understood and agreed to follow the code of behaviour, and that they understand the consequences of inappropriate behaviour.

4.9 Code of conduct for staff and clients:

- If you join a zoom meeting you must be appropriately dressed, protecting your modesty, pyjamas are not appropriate.
- Ensure no inappropriate objects/information are visible.
- Be polite and courteous.
- Ensure all Zoom meetings are arranged in advanced.
- Lock the meeting once all participants have joined.

4.10 As part of keeping the child/young person safe the **bccs** worker will not:

- Ask for the child/young person's password.
- Be replaced by someone else without the child/young person's knowledge.
- Ask to change apps except for using the telephone.
- Arrange to meet the child/young person offline.
- Speak to the child/young person if they are in bed.

5 Guidance

5.1 Record keeping is essential in Safeguarding. Records should be made as soon as possible after the event. These records must be kept securely. In many cases an allegation or subsequent action may not happen for many years. Keeping records is vital as they provide:

- A note of what happened and the allegation of who did what.
- A history of events and continuity.

- Accountability.
- The names of key people involved.
- Facts not opinions of what happened.
- Details of where it happened.
- Details of when it happened.

Where quoting people use the words they use, do not 'translate' into your own words. If necessary, do record what the meaning of certain words is or how they are used at this time and in this place, or any clarification sought or provided.

5.2 Checklist for Good Practice: records should be:

- Structured—do they present things clearly?
- Legible if handwritten; if typed, keep any handwritten notes/contemporaneous recording.
- Clear and concise - keep to relevant facts.
- Relevant – factual.
- Thorough - giving the full picture.
- Non-discriminatory - avoid phrases like 'mad', 'nuts' etc.
- In the person's own words - use their words to you and use quotation marks for clarity.
- Written as soon as possible after the event signed, dated and timed, including your role within **bccs**.
- Up to date.
- Signed by any witness.
- Referred - state to whom, how, when.

5.3 The use of the 'red flag' facility on Salesforce (Client Relationship Management):

The 'red flag' is a tick-box designed to indicate a child protection/safeguarding concern against the child's records and should be used in the following circumstances:

- If a child has a Local Authority Child Protection Plan.
- If there are safeguarding concerns that have been referred to the school DSL (pink-slipped).
- If there are public Court proceedings (as opposed to private law – child arrangement orders, for example).
- If the police have been called to the home as a result of safeguarding/child protection concerns.

5.4 For staff: please ensure that a Child in Need Plan (CIN) is not 'red-flagged', but that the CIN box is ticked. CIN cases can escalate to become CP cases, at which point the case should be red-flagged.

5.5 The 'red flag' function should continue to be used even once the concerns about been resolved or the case closed – with a clear written explanation on the case page – so that these cases can be kept in case of future queries. The system will not pick them up once the flag is unticked.

Support

5.6 Dealing with a disclosure from a child and safeguarding issues can be stressful. Therefore, staff should consider seeking support for themselves and or have a discussion with their supervisor and or the Head of School Services.

Confidentiality

5.7 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers.

- All staff have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Social Care and the Police).
- If a child confides in a member of staff/volunteer and requests that the information be kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

Disclosure and Barring

5.8 **bccs** offers advice, counselling, and social work support for children. Therefore, we require enhanced DBS checks under the Safeguarding Vulnerable Groups Act 2006. The Board will take very seriously any allegation of impropriety on the part of any member of **bccs**.

5.9 A member of **bccs** who discovers anything amiss should get in touch immediately with the Director.

5.10 The Board will review the allegation and the likely risk to children and, if appropriate, will suspend or dismiss the member of staff in full accordance with the rules and procedures of the **bccs**. An allegation may relate to a person who works with children who has:

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

- The Head of Schools Services will liaise with the Director to establish any appropriate action. The Charities Commission may have to be notified.

Definition of a Child

5.11 A child is defined as a person under the age of 18 (1989 Children Act). **bccs** recognises its responsibility to safeguard the welfare of children by protecting them from emotional, mental, physical, sexual abuse and neglect. We are committed to providing opportunities for children and young people to be safeguarded, with the highest possible standard of care. Every child accessing our services has a right to be protected from any form of abuse.

bccs recognises that:

- The welfare of the child is paramount.
- The voice of the child must be heard.
- The wishes and feelings of the child must be taken into consideration.
- All children regardless of age, culture, class, disability, gender, gender reassignment, race, religion, sex or sexual orientation, have a right to equal protection from all types of harm or abuse.
- Some children are additionally vulnerable because of their previous experiences, level of dependency and communication needs.
- Working in partnership with children, young people, their parents and/or guardians, carers or other agencies is essential to protecting their wellbeing.

The Risks to Children

5.12 Nearly every child grows up in a safe and happy environment and it is important not to exaggerate or overestimate the dangers. However, there are situations where children need protection including from:

- Sexual abuse.
- Sexting.
- Grooming: sexual purposes or political radicalisation.
- Physical, emotional abuse and neglect.
- Religious abuse.
- Domestic abuse including teenage relationship abuse.
- Drug and alcohol abuse.
- Female genital mutilation/breast ironing.
- Forced marriage.
- Sexual harassment.
- Inappropriate supervision by staff or volunteers.
- Bullying including cyberbullying.
- Sexual violence and sexual harassment between children in schools.
- Self-harm.
- Crime.
- Gangs and youth violence.

- Exploitation.
- Radicalisation.
- Fabricated or induced illness.
- Private fostering, *e.g., being sent to live with a person who is not their parent or 'connected' to the child for more than 28 days. If you become aware that a child is in this situation, please inform the school Safeguarding Lead as private fostering arrangements are covered by statutory requirements.*
- Exclusion from education.
- Witnessing domestic violence or any harm to another person.

5.13 **bccs** acknowledges that some children, including disabled children and young people, those from ethnic minority communities, or those for whom English is not their first language, can be particularly vulnerable to abuse and may not have the capacity to easily disclose; therefore, practitioners should ensure appropriate communication measures are available.

5.14 All staff should be aware of the main categories of abuse: **physical, emotional, sexual and neglect**. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may need help or protection.

The categories and some signs and symptoms of abuse are listed below:

Please note that the above is not an exhaustive or definitive list and is included for guidance.

Physical abuse

Physical abuse happens when a child is deliberately hurt, causing physical harm. It can involve hitting, kicking, shaking, throwing, poisoning, burning or suffocating. It's also physical abuse if a parent or carer makes up or causes the symptoms of illness in children. For example, they may give them medicine they don't need, making them unwell. This is known as fabricated or induced illness.

Neglect

Neglect is not meeting a child's basic physical and/or psychological needs. This can result in serious damage to their health and development. Neglect may involve a parent or carer not:

- Providing adequate food, clothing or shelter.
- Supervising a child or keeping them safe from harm or danger (including leaving them with unsuitable carers).
- Making sure the child receives appropriate health and/or dental care.
- Making sure the child receives a suitable education.
- Meeting the child's basic emotional needs – this is known as emotional neglect.

Neglect is the most common type of child abuse. It often happens at the same time as other types of abuse.

Sexual abuse

Sexual abuse is forcing or enticing a child to take part in sexual activities. It doesn't necessarily involve violence and the child may not be aware that what is happening is abuse. Child sexual abuse can involve contact abuse and non-contact abuse. Contact abuse happens when the abuser makes physical contact with the child. It includes:

- Sexual touching of any part of the body whether the child is wearing clothes or not.
- Rape or penetration by putting an object or body part inside a child's mouth, vagina or anus.
- Forcing or encouraging a child to take part in sexual activity.
- Making a child take their clothes off or touch someone else's genitals.

Online sexual abuse includes:

- Persuading or forcing a child to send or post sexually explicit images of themselves, this is sometimes referred to as sexting.
- Persuading or forcing a child to take part in sexual activities via a webcam or smartphone.
- Having sexual conversations with a child by text or online.

Emotional abuse

Emotional abuse involves:

- Humiliating, putting down or regularly criticising a child.
- Shouting at or threatening a child or calling them names.
- Mocking a child or making them perform degrading acts.
- Constantly blaming or scapegoating a child for things which are not their fault.
- Trying to control a child's life and not recognising their individuality.
- Not allowing a child to have friends or develop socially.
- pushing a child too hard or not recognising their limitations.
- Manipulating a child.
- Exposing a child to distressing events or interactions.
- Persistently ignoring a child.
- Being cold and emotionally unavailable during interactions with a child.
- Not being positive or encouraging to a child or praising their achievements and successes.

Mandatory Reporting

5.15 FGM is a mandatory reporting abuse. This means that it is the statutory duty of any regulated professional to directly report to the police. See below:

The FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- *Are informed by a girl under 18 that an act of FGM has been carried out on her; or*
- *observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's*

physical or mental health or for purposes connected with labour or birth (see section 2.1a for further information).

S2.1 of Homes Office document Mandatory Reporting of Female Genital Mutilation – procedural information:
Updated January 2020

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

5.16 The government is consulting on whether to make Forced Marriage mandatory reporting – it is not currently; however, it is a safeguarding issue. Therefore, if you are made aware, or have suspicions that a young person is being forced into a marriage, urgently inform the school Safeguarding Lead – bear in mind that in exceptional cases speedy action may be required, for example border alerts.

5.17 **Safe Working Practices**

- Familiarise yourself with the **bccs** Safeguarding Policy and Guidance, your schools safeguarding policy, the Keeping children safe in education 2018 document and other relevant child protection legislation (GOV.UK website provides good links and summaries)
- Maintain professional boundaries: do not share personal email, personal phone number or media accounts with children or parents (in exceptional cases you may decide to give your work number to parents, at the same time specifying your availability); do not make work-related entries onto social media pages – Facebook, etc; do not take photographs of children; do not socialise with children or their families, do not invite them to your home; avoid physical contact that could be misinterpreted, e.g. tickling, horseplay, fun fights.
- Do not single out a child for special treatment
- When alone with a child (or parents/family), do not block any exits and ensure visual access at all times; similarly, do not meet in secluded areas.
- If a child touches you inappropriately, it may be innocent but could indicate a problem that needs to be explored. This should be noted and reported.
- Report incidents involving a child including injuries and ensure you make a written note as soon as possible afterwards.
- Do not make or encourage others to make comments which are inappropriate, demeaning or insensitive.
- Report any concerns about a colleague’s behaviour and/or attitude towards children; these reports should be to your line manager, or the Director if you feel uncomfortable telling your line manager.

Information sharing

5.18 It is good practice to obtain a child’s and/or parent’s permission to share concerns with fellow professionals. However, consent is not necessary in situations where there are concerns about significant harm or the risk of significant harm. Guidance below -

1. *The Editorial Board of the London Child Protection Procedures has considered what changes are required to the Procedures to ensure compliance with the General Data*

Protection Regulations (GDPR) - implemented through the Data Protection Act 2018. The Editorial Board has taken into consideration guidance from the Information Commissioner's Office [ICO] which says: 'The biggest change is for public authorities, who now need to consider the new 'public task' basis first for most of their processing, and have more limited scope to rely on consent or legitimate interests'. As a result, the Board has recommended that '[legal obligation](#)' and '[public task](#)' (as defined in the GDPR) are relied on as the primary basis for processing information to establish whether or not there is a need to safeguard the welfare of a child. This means that, whilst families will be informed when personal data is being shared or processed, their consent is not required.

Taken from London Child Protection Procedures and Practice Guidance: updated March 2021
<https://www.londoncp.co.uk>

Also, please click on attached link to read and become familiar with the (short) Government Guidance about information-sharing for practitioners.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Useful Links and telephone numbers:

Barking and Dagenham MASH

0208 227 3811

Essex Family Operations Hub

0345 603 7627

Out of hours- 0345 606 1212

Havering Child Protection Team

01708 433222

Out of hours - 01708 433999

Newham Child Protection Team

020 3373 4600

Out of hours- 020 8430 2000

Redbridge Child Protection Team

MASH 020 8708 3885

Out of hours- 020 8708 5897

Waltham Forest MASH

020 8496 2310 Out of hours- 020 8496 3000

National Society for Prevention of Cruelty to Children (NSPCC):

<http://www.nspcc.org.uk/>

help@nspcc.org.uk.

0808 800 5000

SET Procedures

<https://www.escb.co.uk/media/2086/set-procedures-oct-2019-updated-southend-logo.pdf>

Sexting

www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NC_A_Sexting_in_Schools_WEB__1_.PDF

Pan London Procedures

All agencies whose staff meet children in their daily activities, and / or who provide services to adults who are parents, must ensure their staff are familiar with London Child Protection Procedures.

<https://www.londoncp.co.uk/>

The agencies and the professionals themselves must ensure that they are competent to understand the risk factors and recognise children in need of support and / or safeguarding:

- The London Child Protection **Procedures** set out how agencies and individuals should work together to safeguard children. **See Part B1, Practice Guidance.** ... Children Act 1989 S.3 (5)

Statutory guidance

1. Department for Education (updated December 2020) **Working together to safeguard children:**

guidance on inter-agency working to safeguard and promote the welfare of children.

2. Department for Education (July 2018) **Working Together to Safeguard Children Statutory framework:**

legislation relevant to safeguarding and promoting the welfare of children.

3. Department for Education (updated January 2021) **Keeping children safe in education**

Statutory guidance for schools and colleges on safeguarding children and safer recruitment.

4. [Department for Education](#) (updated August 2015) **Protecting children from radicalisation: the prevent duty**

Guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

5. OFSTED (June 2021) Review of sexual abuse in schools and colleges

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>