

PRE-SCHOOL: Safeguarding & Child Protection Policy and Procedures

This policy and procedure applies to all working within Manor Gardens Welfare Trust, and is ratified by the Board of Trustees on an annual basis.

Lead responsibility for the policy and procedure: Katy Porter, Chief Executive Officer, Manor Gardens Welfare Trust.

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Actions	Key dates	Responsible lead
Date adopted and Dates of previous reviews	December 2016	Phillip Watson , CEO
Date and Type of Last Review and Consultation Process	December 2017	Shade Arowolo, Pre-school Manager
Type of Service user Involvement/Consultation e.g. <i>Consultation: forum or individual</i> <i>Response to survey</i> <i>Policy Review group member</i> <i>Committee membership</i> <i>Other</i>	Policy Review Group (Dec 2017)	Katy Porter, CEO (chair of group)
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1. Introductions & Policy Statement:

The Manor Gardens Welfare Trust (MGWT) Pre-School believes that safeguarding the welfare of children is of paramount concern. We are committed to providing a place of excellence, where children are safe, secure and happy, and in which the children thrive and develop towards their full potential.

MGWT pre-school is fully committed to working and cooperating with other agencies and organisations to ensure the well-being and protection of all children. MGWT will uphold the principles that all children (and adults) at risk have the right to grow up and live in safe environments and to be protected from all forms of harm and abuse.

We will do this by ensuring that we have appropriate arrangements in place to:

- Engage Children and Adults at Risk in understanding and managing their own safety and risks so that they are better equipped to keep themselves and others safe from harm
- Provide safe environments in which Children and Adults at Risk can thrive and reach their potential and aspirations
- Be proactive and take appropriate action when a safeguarding concern arises and support any individuals who raise or disclose a concern
- Ensure that our safeguarding arrangements place the welfare of the Child or Adult at Risk at the centre of the process, ensuring that they are involved as far as possible in decision-making and their views and concerns are taken seriously
- Ensure our staff are trained in Safeguarding including being aware of the signs and indicators of harm and abuse, including self-harm, Child Sexual Exploitation and Domestic Abuse, and that these staff are supported by a named Designated Safeguarding Officer and overseen by the overall Designated Safeguarding Lead.
- Take prompt action and, as necessary, disciplinary action where we have identified acts of negligence, failure to report, failing to report through omission or intentionally not following the Safeguarding Policy and Procedures
- Provide Children and Adults at Risk with information regarding; definitions of abuse and consent, how to report a safeguarding concern, how information must be shared and the support available.
- Ensure that confidential, detailed and accurate records of all safeguarding concerns are maintained and securely stored.
- Ensure our Policy and Procedures are annually reviewed, comply with legislation and are aligned with best practice.

We will monitor and review our Safeguarding arrangements and processes on a monthly basis.

1.1 Scope:

This policy applies to all staff in the Pre-School as well as Manor Gardens Welfare Trust staff members who are involved in operating the Pre-School, to volunteers, trustees, parents and carers visiting the Pre-School, and any other people who have a legitimate reason to visit the Pre-School.

1.2 Additional aims and approach for pre-school:

The purpose of our safeguarding and child protection policy in pre-school, in addition to the overall approach detailed above is:

- Ensuring that all our staff and volunteers are carefully selected and vetted, have the relevant qualifications and experience, and accept responsibility for helping to prevent the abuse of children in their care by carrying out Safer Recruitment Procedures;
- Being aware of signs and symptoms of Child Abuse (see details in Appendix B)
- Early identification & prevention of vulnerable children, including children with special educational needs and disabilities (SEND)
- Accessing “Early Help”, including Family Support via Children’s Centres;
- Working with external organisation (e.g. Islington Children’s Services) to ensure, as far as possible, that children are protected;
- Arranging to share these procedures with parents/carers prior to the child starting in the Pre-School;
- Providing parents/carers and children with the opportunity to voice any concerns they may have;

1.3 Statutory Guidance:

Working Together (2015) is statutory guidance issued by the government, regularly updated, which outlines the legislative requirements and expectations on individual services to safeguard and promote the welfare of Children (and Adults) at risk. Working Together states that:

‘Whilst Local Authorities play a lead role, safeguarding Children and Adults at Risk, and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children, Adults at Risk, and families has a role to play, and that safeguarding and promoting the welfare of Children and Adults at Risk is defined for the purposes of the guidance as:

- Protecting from maltreatment;
- Preventing impairment of health or development;
- Ensuring that children at risk grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children at risk to have the best outcomes’.

MGWT fully endorse and are committed to these principles.

Further information and guidance can be found in **Appendix A** on the legal and external policy framework for safeguarding.

2. Procedures for Safe Practice

2.1 Safer Recruitment of Staff

We are committed to recruiting, selecting, appointing and supervising staff in accordance with all relevant legislation, including Keeping Children Safe in Education 2016, and have adopted the Safer Recruitment Guidelines

(2013) issued by the Islington Safeguarding Children Board. MGWT Safer Recruitment and Selection Policy and Procedures incorporate and reflect this guidance, and this is intended to assess suitability as well as understanding and experience of implementing safeguarding practices when recruiting staff to MGWT and pre-school. We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social, ethnic and cultural groups.

All staff contracted into employment in the MGWT Pre-school are subject to the full range of pre-employment checks to ensure they are suitable to work with children. This includes the right to work in the UK.

All candidates complete a written application form, alongside a form declaring any past convictions, cautions, reprimands, final warnings, as well as any pending cases. In addition, applicants make a declaration that they are not disqualified or disqualified by association (to their knowledge no one who lives or works in their home is disqualified from working with children). Current staff are also required to repeat this declaration on an annual basis.

For all staff two professional references are requested, one must be from their recent employer (not from a family member or friend) and reviewed, and any gaps in employment/training history are followed up. All staff hold a current enhanced Disclosure and Barring Service clearance (formerly Criminal Records Bureau check), with check processed every three years as a minimum standard. Staff members sign a medical disclaimer form, stating that they are fit and healthy to care for children.

Ongoing suitability of staff is monitored to ensure children are appropriately safeguarded, and is formally verified and documented on an annual basis.

All our staff have a minimum qualification of NVQ3 in Childcare. The Manager and one of the Deputy Managers have the graduate qualification "Early Years Teachers" (EYTs), and qualifications are verified during recruitment

Documents related to checks and employment are held and appropriately stored by MGWT, in accordance with GDPR requirements.

2.2 Induction, Support and Development of staff:

All staff will undergo an induction, and this will be documented, overseen by the MGWT Pre-school Manager, and understanding assessed and agreed by the Manager and staff member. The **induction checklist** is included in the attached resources. Group 1 Safeguarding and child Protection training is also part of the Induction process.

Induction includes familiarisation with the following:

- MGWT Code of Conduct for all staff
- Safeguarding and Child Protection Policy, including relevant supporting guidelines
- Introduction to key people and understanding of designated lead roles

Training and ongoing support:

MGWT will assess training needs of staff during induction and on an ongoing basis through supervision and appraisal. Undergoing safeguarding training is a compulsory requirement of all staff, the setting complies with the minimum training requirements of Islington Safeguarding Children Board (ISCB) and requirements of the Early Years Foundation Stage 2017. Ongoing support will ensure that staff are aware of their safeguarding responsibilities. In the

case of the short-term employment or use of temporary staff through an external agency, confirmation of completion of relevant training will be sought. MGWT ensures that MGWT Pre-school staff adhere and trained under the PREVENT duty and are updated as appropriate and aware of child protection procedures and the different ways in which child abuse may present itself. This will involve participation in regular training courses and events. Safeguarding and Child Protection training for staff members must be updated every 3 years in accordance with Islington's policy. In addition the Pre-School Manager as the named Pre-school Designated Safeguarding lead(DSL) will attend a DSL Roles and Responsibilities update training Group 5 a minimum of every 3 years.

All DSLs and staff will receive regular updates on safeguarding at least annually through policy updates, team meetings and staff briefings.

Regular in-service training is available to all staff members via Islington Council's ISCB, Early Years Department, Local Colleges or In-House. The MGWT Pre-school budget includes an allocation towards training costs.

2.3 Additional personnel (Volunteers, Contractors & Students)

Student Placement Policy

MGWT recognise that the quality and variety of work in a Pre-School makes it an ideal place for students on placement from school and college childcare courses.

Students are welcomed into the Pre-School on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the Pre-School.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course that deems to provide necessary background understanding of children's development and activities.
- Students required to conduct child studies will obtain written permission from the parent/carer of the child to be studied.
- Any information gained by the students about the children, families or other adults in the Pre-School must remain confidential. A confidentiality agreement will be signed.

Students will be in a supernumerary capacity within the pre-school ratio and will be under direct supervision of a staff member at all times.

The same vetting procedure applies to students as for paid staff, (i.e. enhanced DBS clearance, making a "disqualification" declaration), unless they are aged under 16 on school work experience.

Volunteers

Volunteers, including Trustees, will undergo checks commensurate with their role and work relating to the pre-school. People on volunteer placement within the pre-school will comply with our volunteer policy and as part of their induction will be briefed on child protection/safeguarding policies and procedures; This includes completion of an in-house Level 1 Safeguarding course.

Visitors, including contractors

Visitors to the school, external to staff of MGWT, are asked to sign in and confirm their purpose for attending. The MGWT Pre-school Manager will take decisions on the level of observation and supervision required of visitors.

MGWT's caretaker will complete many maintenance tasks within the building, but there will be the need on occasion for external contractors to attend. As a staff member of MGWT, our caretaker is subject to our employment checks, including regular DBS. Whenever possible we will try to conduct maintenance work outside of the times when children are on site, but when this isn't possible the contractors will be supervised, identification requested, and, if necessary, DBS check requested and completed.

2.4 Supporting children

Our key-person system ensures each child and family has one particular staff member assigned to work with them. The named key person will be the first point of contact and will interact closely with the child in line with the Early Years Foundation Stage (EYFS) principles.

Regular team meetings allow for information sharing and provide opportunities for staff to undertake curriculum planning, to discuss their key children's progress and any difficulties. Team members are therefore knowledgeable about all children in the Pre-School and able to care for children whose key person might be absent from time to time.

We recognise that a child that is abused or neglected may find it difficult to develop, interact, and maintain self-worth. MGWT Pre-school may provide the stability required in a child's life and may be identified as a safe environment by them; we also recognise that different behaviours may be displayed in the pre-school as a result of the abuse or neglect they have or are experiencing.

We aim to support all children by:

- Encouraging self-worth and the ability to assert one-self, without condoning bullying or aggressive behaviour.
- Promoting a caring and safe environment
- Providing opportunities through the EYF stage for children to learn strategies to begin to recognise unsafe or harmful situations, protect themselves, ask for help, and stand up for themselves and respect others.
- Working in partnership with other services involved in safeguarding children to share good practice and ensure swift action and response when concerns exist.

3. The Categories of Abuse; signs and indicators

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered under one definition; in most cases multiple issues will overlap and result in a level of complexity.

Abuse is a form of maltreatment of a child; someone may cause abuse by inflicting harm on a child or failing to act to prevent harm. Children may be abused in a family, institutional, or community setting by those known, or more rarely, unknown to them (consideration of use and contact through the internet). They may be abused by an adult, a group of adults, or other children.

Staff should consider wider safeguarding issues, and behaviours that can be linked to drug and/or alcohol use, truancy, and sexting, which can put children in danger.

There are four categories of abuse and neglect. See **Appendix B** for information on the main forms of abuse and examples of the signs and indicators of abuse and neglect.

4. Procedures for reporting and responding to disclosure, suspicion or an allegation of abuse

4.1 Reporting and raising concerns

Concerns which staff have should be raised and discussed immediately, and will be taken seriously.

The pre-school has one Designated Safeguarding Lead (the Pre-School Manager) and two deputies as named Designated Safeguarding Officers. Additionally, the Board of Trustees has a Designated Safeguarding Lead. All relevant contact details can be found in **Appendix C**, which is displayed within the Pre-school and Manor Gardens Welfare Trust.

Staff should discuss any concerns immediately with the Designated Safeguarding Lead (Pre-School Manager) or, in her absence, with a Designated Safeguarding Officer; Sharon Wait (Pre-School Deputy Manager) and if she is not present Ololade Obilana (Pre-School Deputy Manager EYP). If there is a concern about the Pre-School Manager, the line-manager and Designated Safeguarding Lead, Katy Porter, Chief Executive, must be informed (Tel. 0207 561 5273/ katy@manorgardenscentre.org).

The Senior Management Team (SMT) at Manor Gardens Welfare Trust is responsible for reporting to the Board of Trustees; therefore all safeguarding concerns will be reported to the Chief Executive Officer and must be reported to the DSL on the Board of Trustees (Ann Jennings) within 24 hours. The Pre-School Manager will generally inform the DSL and appropriate staff, as relevant and as example, the keyworker of the child, who may be required to attend future case conference/s . The Board of Trustees DSL will be kept updated of all concerns and ongoing cases; safeguarding is confidential and on a need to know basis. Safeguarding is a standard agenda item at the weekly SMT meeting to ensure practice is up-to-date and there is a monitoring of reported concerns; the detail of individual cases will not be discussed.

It is not the role of the individual making the report or the Designated Safeguarding Officers or Leads to decide whether a child has been abused or not. This is the task of Children's Social Services who have the legal responsibility, but it is the responsibility of the Designated Safeguarding Officers and Leads to ensure that concerns are shared and appropriate action taken.

The Designated Safeguarding Leads are responsible for ensuring the provision of:

- Consultation and advising should a safeguarding concern arise
- Receive and record information regarding safeguarding concerns
- Ensure the incident, safeguarding concern is reported internally as required
- Assess received information promptly and carefully, clarifying information as necessary and possible
- Ensure the statutory protection agencies have been consulted and informed as necessary
- Ensure the individual raising the concern, and the child/family at risk are supported

- If a formal referral is made to the statutory protection agency ensuring this is completed accurately and within defined and required timescales
- Information and understanding of policy and procedure by all MGWT staff, and their own working knowledge of prevention, assessment, and response to safeguarding concerns.

All Designated Safeguarding Leads will receive training every two years, as minimum, and Officers will receive training every three years, as minimum, and will receive regular updates via email, staff meetings and publications.

If advice is needed about the situation prior to referral this can be obtained from Children's Services Contact Team on Tel. 020 7527 7400 or by contacting Gwen Fitzpatrick, the Early Years Designated Safeguarding Officer on 020 7527 5629.

Professionals at the Children's Services Team or the Early Years Designated Safeguarding Officer will advise whether referral and request for service form needs to be completed (See **Appendix D** for details)

4.2 Making a decision to refer

It is rarely straightforward when dealing with child abuse; in some cases a child's behaviour or an injury may suggest that the child has been abused. In some situations, however, the signs will not be clear cut and decisions to refer a case can be difficult.

There can at times be a reluctance to refer because there is a fear that if the suspicions are unfounded, the ensuing investigation might upset the child and negatively affect the relationship with the child and the child's parents/carers.

If staff have checked out their suspicions and are still concerned, it is important to trust their judgement rather than fear over-reaction. The consequences of reporting suspected child abuse and being wrong can be difficult. The consequences of not reporting suspected child abuse could be fatal.

The Pre-School is committed to participate in and implement Islington Council's Early Help and Family Support Strategy. This involves working in partnership with specialist services to ensure that children and their families get the support they need when they really need it. We recognise the importance of early identification, intervention and prevention in promoting resilience and supporting children and their families who experience problems.

The person who knows the family best might be our childcare practitioner, who will refer a family for Family Support using the new referral form. Referral for "Early Help" will be made via a request for service form (Appendix F) <http://www.islingtonscb.org.uk/Pages/Are%20you%20worried%20about%20a%20child.aspx>

4.3 Responding to disclosure, suspicion or allegations

The guidance below outlines how MGWT staff must respond to a disclosure, allegation or suspicion of abuse. All staff are expected to familiarise themselves with this approach and follow accordingly.

Receive

- Listen carefully and take the information seriously; do so without signs of shock or disbelief.
- Repeat their words to clarify if necessary and to assist in accurate recall.

Reassure

- Remain calm and reassuring, accepting of what is said, but without making any specific promises ('I'll stay with you', 'It's all alright now').
- DO NOT promise that you can keep the disclosure/alleged abuse a secret

React

- DO NOT attempt to investigate the matter yourself as this could jeopardise any future legal proceedings, and it is potentially a statutory responsibility to investigate fully.
- DO NOT express any opinion on the information being disclosed but do confirm that you have heard what has been said and reassure by stating 'I believe you'/'I am glad you told me'
- If you need to clarify the concern, do not ask leading questions; aim to gather and record factual information, for example, ask 'can you tell me/describe what happened' rather than 'what did he/she do next'.
- Explain and give some information, as appropriate, as to what you will do next and who you will talk to.
- Continue to support the child.
- DO NOT contact or confront those alleged to be involved or make comments regarding the alleged perpetrator to the child/person making disclosure.

Record

- Keep a brief and accurate note immediately, during or following the conversation, and quickly record your notes into the appropriate form/log. Record the actual words used by the person/child disclosing information, along with the date/time/location of the disclosure.
- Ensure all records are kept, recognising that these are likely to be required for investigation and are of a highly sensitive nature and need to be stored appropriately.
- Also note the behaviour and observations of the child/person disclosing at the time, and if helpful, use a drawing/body map to indicate the position of any injuries/bruising/marks.

Report

- Follow this policy and procedure in making the appropriate internal and external notifications.

4.4 Referrals

If after internal discussion, between the DSL, and Board of Trustee representative and/or advice from Islington's Children Social Care, it is considered that there are justifiable grounds for Safeguarding concerns, the Pre-School Manager (in the role of Designated Safeguarding Lead) must report the matter by telephone. Information related to the nature of the concern, any physical marks or specifics or what the child or another person has stated, and the date, will be provided to:

- Islington Children's Social Care, 222 Upper Street, Tel. no. 020 7527 7400

This will be followed up in writing to CSCTreferrals@islington.gov.uk

The Designated Safeguarding Officer should be informed and make this referral in the absence of the Designated Safeguarding Lead, or if unavailable the individual with the concern should make contact with Islington Children's Social Care and then inform the Leads of the referral. Internal availability of relevant staff should not cause delay in reporting. The following should be considered:

- The situation is an emergency and the Designated Safeguarding Leads, their deputies, and the designated Trustee are all unavailable
- They are convinced that a direct report is the only way to ensure a child's safety
- For any other reason they make a judgement that direct referral is in the best interests of the child.

4.5 Managing referrals

It should be clearly stated when raising concerns that this is a child protection referral. The telephone enquiry and email needs to be followed by sending a completed request for service form (electronic Common Assessment Form) within 24 hours to CSCT. See **Appendix D** for guidance.

The Designated Safeguarding Leads should also inform:

- Islington Early Years' Service Designated Safeguarding Officer (Gwen Fitzpatrick) on 020 7527 5629 informing that a referral and request for service form has been completed and emailed.
- The Local Authority Designated Officer (LADO) where the disclosure or allegation is against a member of staff.
- The Police in cases where a suspected crime has been committed.
- Disclosure and Barring Service in cases where a staff member is dismissed or left due to risk/harm to a child.
- The OFSTED Enforcement Team (Helpline 0845 640 4040) giving a broad outline of the circumstances - who will note the referral. This is by telephone only, unless OFSTED ask for a written referral to: OFSTED South Region, Freshford House, Redcliffe Way, Bristol BS1 6LX, and E-mail: enquiries@ofsted.gov.uk, and Tel. 0300 123 1231

If a member of staff is concerned that no action is being taken, it is their responsibility to report it directly to

- Children's Services Contact Team Tel. 020 7527 7400
- Holloway Police Station, Tel. 020 7704 1212

4.6 Confidentiality, Consent & Information sharing

To maintain confidentiality, it is important that if staff suspect or know that a child is being abused, they do not discuss their concerns with anyone who does not "need to know". However, the importance of sharing information and vocalising concerns with other agencies is recognised and how this contributes to keeping children safe. Information is shared in accordance with HM Government's guidance (March 2015) "Information Sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers".

Involvement of Parents/Carers:

As a general principle, it is important to be open and honest when dealing with parents/carers. Parents/carers have primary responsibility for the care of their children.

A system is in place for parents/carers to report accidents and injuries outside the Pre-School to the key person of their child (in the same way as the Pre-School reports and records injuries that happen in the Pre-School). This is a tool for building up trust and sharing responsibility for children between parents and the Pre-School. This system makes initial enquiries easier and unreported accidents more of a trigger for Child Protection enquiries.

In most circumstances parents/carers should be informed about concerns regarding their children.

If staff are concerned about a child's behaviour or injury, they should ask the parents/carers for an explanation. It should be explained to parents/carers that it is duty of the Pre-School to report concerns about a child's safety. It may be helpful to outline to them these procedures in accordance to the flowcharts so that they are aware of the professional guidelines and know what may follow.

(Note: Parents have full access to the Pre-School's Safeguarding & Child Protection Policy and the procedural flow charts which are discussed with them when they register their child).

It may be in the best interests of the child for staff to share their general concerns and observations with parents/carers and inform them that initial enquiries are being made with an open mind and without implying there has been any suspicion of abuse. Staff will need to use their judgement on this.

There are, however, circumstances when it will not be appropriate for the parents/carers to be alerted about concerns or informed immediately because it may prejudice the investigation. In cases of alleged sexual abuse or serious physical abuse staff should always contact Children's Services Contact Team (CSCT) before contacting the parents/carers. This is in case the family put pressure on the child to deny or withdraw the allegation and the child may be put at greater risk.

On referral to CSCT, staff will be advised about who and what should be communicated to parents who haven't already been told of the referral - sometimes CSCT want parents to be told, other times they prefer to arrive with no prior warning.

4.7 Recording

It is the staff's duty to write down all observations, discussions, decisions and actions taken, and is a tool of professional accountability. Reports should be documented in a timely manner; as near to the event or concern as is possible to assist with recall and accuracy, and events, however, seemingly minor should be noted as this can contribute to an emerging understanding of potential risk or patterns of behaviour or concerns. Tracking sheets will be used for this purpose.

In the event of a child transferring to another school or nursery, or leaving without clear explanation or destination, the observations and tracking notes must be reviewed and discussed with the safeguarding leads to consider contact with the family/carers, the need to share information with the new school/nursery, and referral to Children's Social Care and Child Protection. A Missing Pupil Alert may be necessary – see guidance in section 5.

It is the responsibility of the Pre-School Manager or the Deputy Managers or the Pre-School Line Manager to ensure that information is recorded in this way, made confidential, and kept in a safe place. The Pre-School Manager will also keep a record of all training of staff, including staff meetings and supervisions which contribute to understanding of safeguarding.

4.8 Suspicion and allegations about staff and/or volunteers

It is our approach that no child will be left alone with only one worker or volunteer at any time within the nursery setting.

MGWT's primary concern is to ensure the safety of children at risk, and therefore in all cases of suspected or alleged abuse that action is taken quickly and professionally. If there is a suspicion that a paid or voluntary worker has abused a child at the Pre-School, the matter must be reported. This should be reported immediately to the Pre-School Manager, and all reports will be taken seriously and thoroughly investigated.

The normal procedure regarding referral to CSCT is via the Islington Local Authority Designated Officer (LADO), Tel. 020 7527 8102. Ofsted should also be informed about the case, tel. 0300 123 1231.

The Manager should also immediately inform Manor Gardens Welfare Trust's Chief Executive Officer as the responsible person.

Advice by the LADO and Ofsted is to be followed regarding suspension during investigations. In all cases the procedure is to refer to LADO and inform Ofsted by telephone, followed by an e-CAF within 24 hours.

If it is the Manager who is suspected, the staff member who is made aware of the abuse should report it immediately to the CEO who will follow the procedures as laid out for the Manager above.

The procedures laid down in flowcharts appended to this policy will be followed for either safeguarding concerns about a child by someone outside the Pre-School or allegations made against a member of the Pre-School staff or management.

See attached Flowchart for steps to be taken.

4.9 Governance & whistleblowing

MGWT acknowledges the role of all, including the Board of Trustees, in their responsibility to safeguard children and adults at risk. It is acknowledged that concerns and allegations related to abuse are distressing and stressful for all involved and will seek to support all parties throughout robust process and investigation.

MGWT will fully support and protect anyone who in good faith reports their concerns, potentially about a colleague's practice. Allegations about employees or volunteers may also be raised through the Grievance or Whistleblowing policies and procedures. They could also arise in Disciplinary procedures. Safeguarding procedures will take precedence and statutory safeguarding requirements and investigation will take priority over internal procedure.

If concerns or allegations relate to the Chief Executive, the matter must be raised by contacting the Board of Trustees; this will either be the Chair of the Board, or the designated safeguarding lead trustee for the Board.

5. Specialist considerations

5.1 Peer on Peer Abuse

Staff recognise that children are capable of abusing their peers and are therefore vigilant in observing any harmful behaviour between children. Abuse of any kind is not tolerated or passed off as harmless banter. We are clear in our understanding that peer on peer abuse can take place in different forms:

- Physical abuse such as biting, hitting, kicking and hair pulling
- Sexually harmful behaviour (inappropriate sexual language and touching)
- Name calling and prejudiced behaviour

Bullying between children is not a separate category of abuse and neglect, but we recognise it as a serious issue, with the potential to cause anxiety, distress and have significant impact on the wellbeing of a child.

Children will be empowered and assisted in appropriately asserting themselves in their relationships with their peers, developing understanding of how to conduct themselves and begin to have awareness of their personal emotional and social wellbeing. Parents will be involved in developing and encouraging an ethos of respect amongst the children, and all children and parents are encouraged to speak to staff about any concerns they experience.

5.2 Children with Special Educational Needs or Disabilities (SEND)

Early identification & prevention of vulnerable children, including children with special educational needs and disabilities, is recognised as extremely important. The risk and vulnerability is higher, particularly if there are communication difficulties. It is important to be particularly aware of the needs of these children and of how child abuse may present itself.

Children with a disability:

Attitudes and assumptions can lead to the denial or failure to report abuse and reluctance to challenge carers. This can be a misplaced empathy, seeing abuse as attributable to the stress and difficulties of caring for a disabled child. Beliefs that abuse does not impact on disabled children in the same way are double standards and unsatisfactory.

Any child with a disability is by definition a 'child in need' under s17 of the Children Act 1989. Disabled children are more vulnerable to significant harm through physical, sexual, emotional abuse and / or neglect than children who do not have a disability. The presence of multiple disabilities increases the risk of abuse and neglect.

Safeguards for disabled children are essentially the same as for non-disabled children. Particular attention should be paid to promoting a high level of awareness of the risks of harm, high standards of practice, and awareness of barriers to communication which may make it difficult to tell others what is happening.

In addition, some possible signs of abuse for disabled children are:

- Bruising on sites that may not be concerning on a non-disabled child
- Not getting enough help with feeding
- Over or under medicating
- Poor hygiene and personal care arrangements
- Rough handling / excessive restraint
- Lack of stimulation
- Unwillingness to learn a child's means of communication
- Ill-fitting equipment / invasive procedures which are unnecessary or carried out against the child's will

The following situations are often accepted for disabled children

- Dependency – exposure to a wide range of carers for personal and intimate care
- Isolation – easier for abuse and neglect to remain hidden
- Lack of participation and choice in decision making – disempowered and
- less likely to complain
- Especially vulnerable to bullying and intimidation
- Behaviours misconstrued as part of
- child’s disability
- Communication barriers – may make it difficult to tell others what is happening
- Judgements made about a child’s ability
- to communicate not based on accurate information and specialist advice
- Child’s preferred method of communication not recognised / equipment and / or facilitation not available
- Communication aids don’t contain the necessary words to help a child describe an experience of abuse.

All of the above signs do not necessarily mean that a child has been abused. However if you are concerned about the welfare of a child you must report it. Do not assume that someone else will help the child; they might not.

MGWT’s SENCO (Sharon Wait) will initiate support services for children that are identified as having SEND, and will do so in accordance with the MGWT Pre-School SEND Policy.

Where there are concerns about the welfare of a disabled child, they should be acted upon in accordance with the guidance, in the same way as with any other child.

The national guidance, Safeguarding Disabled Children – Practice Guidance, provides a framework of collaborative multi-agency responses to safeguard disabled children:

<https://www.education.gov.uk/publications/eOrderingDownload/00374-2009DOM-EN.pdf>

5.3 Female genital mutilation (FGM)

The World Health Organisation defines FGM as: ‘all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons’. The age at which girls are subject to FGM varies, and can be shortly after birth to any time up to adulthood.

All forms of FGM is a criminal offence in the UK; it is also illegal to take a child abroad to undergo FGM (Female Genital Mutilation Act 2003). A child for whom FGM is planned is at risk of significant harm through physical and emotional abuse.

Where a child is thought to be at risk of FGM, practitioners need to act quickly before the child is abused through the FGM procedure in the UK or taken abroad to undergo the procedure. Any information or concern that a child is at immediate risk of, or has undergone, FGM should result in a child protection referral to Islington’s Children’s Social Care, 020 7527 7400.

The following can be indicators to FGM or risk of:

- Difficulty walking, sitting or standing, and discomfort when doing so, or talking about pain or discomfort
- Frequent urinary or stomach problems, including difficulty urinating
- Prolonged and unexplained absence, and potentially with noticeable behavioural change on return

For supplementary guidance please refer to the London Safeguarding Children Board Safeguarding Children at Risk of Abuse through Female Genital Mutilation (2017): http://www.londoncp.co.uk/chapters/sg_ch_risk_fgm.html

MGWT delivers services for survivors of FGM, and therefore has significant expertise within the organisation which is accessible to the staff of pre-school and can assist with training and understanding.

5.4 Domestic Violence

Domestic violence is defined by the Home Office as: 'Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality'. This can encompass, but is not limited to, the following types of abuse:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

The Government definition, which is not a legal definition, also includes honour-based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

It has been widely understood for some time that coercive control is a core part of domestic violence. As such the extension does not represent a fundamental change in the definition. However it does highlight the importance of recognising coercive control as a complex pattern of overlapping and repeated abuse perpetrated within a context of power and control.

The main characteristic of domestic violence is that the behaviour is intentional and is calculated to exercise power and control within a relationship.

Children of all ages living with a parent, most often the mother, who is experiencing domestic violence, are vulnerable to significant harm through physical, sexual, emotional abuse and/or neglect. The legal definition of significant harm includes 'the harm that children suffer by seeing or hearing the ill-treatment of another, particularly in the home'.

Professionals should apply the London Safeguarding Children Board guidance to all situations of domestic violence, for example, where it is perpetrated by women or girls against men and boys, within same sex relationships and from a child. Professionals should also be aware of the possibility that teenage girls could be experiencing violence within an intimate partner relationship.

For supplementary guidance please refer to the London Safeguarding Children Board Safeguarding Children Abused through Domestic Violence:

http://www.londonscb.gov.uk/files/procedures/dv/safeguarding_children_abused_through_dv.pdf

5.5 Harmful traditional practices

Harmful traditional practices can cause harm and abuse to a child. Practices may be based on traditional, cultural, religion or superstitious beliefs, and examples include spirit possession, breast ironing or force feeding, as well as honour based violence and FGM .

A child may suffer emotional, physical and sexual abuse and neglect if they are labelled and treated as being possessed with an evil spirit. Significant harm may occur when an attempt is made to 'exorcise' or 'deliver' the evil spirit from the child. Dismissing the belief may also be harmful to the child involved.

Professionals should consult with their designated safeguarding children professional and make a referral to Children's Social Care, 020 7527 7400.

For supplementary guidance please refer to the government's Safeguarding Children from Abuse Linked to a Belief in Spirit Possession: <https://www.education.gov.uk/publications/eOrderingDownload/DFES-00465-2007.pdf>

5.6 Privately fostered children

At the point of drawing up a contract with a parent, early years settings must be alert to indicators that a child may be privately fostered. This is a child who is under the age of 16 (or 18 years if the child is disabled) and cared for by someone other than a parent or close relative (step-parent, sibling, siblings of a parent and grandparents) for 28 days or more.

Victoria Climbié whose tragic death in 2001 led to the 2004 Children Act, was a privately fostered child who was trafficked into the country for the purposes of benefits and housing by a woman who was her great aunt.

If a setting believes that a child is being privately fostered, a referral to the Children's Services Contact team must be made in order for them to decide whether they need to undertake an assessment to establish whether the family or child are in need of support and services. Staff of Pre-school are aware of their legal duty to notify the Local Authority of private fostering arrangements and will inform the designated Safeguarding Lead in order for this report to be made.

Further information can be found at: <https://www.gov.uk/government/publications/national-minimum-standards-for-private-fostering> and <http://www.privatefostering.org>

5.7 Trafficked children

Children are trafficked into and around the country for many purposes including sexual exploitation, fraud and for domestic servitude; the child may have been coerced or deceived. Recognition of trafficked and exploited children

will normally rely on a combination of general signs of abuse and neglect and issues concerned with the child's immigration status. These children may be cared for by an adult who is not their parent (privately fostered), present with a history of missing links and unexplained moves. If a setting is concerned that they are looking after a child who may be the victim of trafficking, a referral to the Children's Services Contact team must be made.

Further information can be found at: <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

5.7 Fundamental British Values in the Early Years and "The Prevent" Duty

From 1st July 2015 all schools and registered childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

MGWT Pre-school recognises that protecting children from the risk of radicalisation is part of the setting's wider safeguarding duties and is similar in protecting from other harms, whether from the family or other outside influences. The Department for Education's strategic partner – 4Children – have published the following guidance for Early Years providers:

The following fundamental British values are already implicitly embedded in the 2014 Early Years Foundation Stage:

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

Further guidance in regard to these values and demonstrating these in practice in the EYFS can be found in **Appendix E**.

All staff of MGWT Pre-school complete the online general awareness training module on Channel: http://course.ncalt.com/Channel_General_Awareness/01/index.html; providing understanding of vulnerability to radicalisation and how this might be identified and prevented.

Where there are concerns about radicalisation within a family and impact on a child, staff should follow the normal safeguarding procedures in raising their concerns to the Designated Safeguarding Lead/s, and where necessary making the appropriate referrals. The Department of Education has a dedicated telephone line (020 7340 7264) and email counter.extremism@education.gsi.gov.uk to raise concerns. These are not for emergency situations, and if concerns relate to immediate harm appropriate referrals need to be made.

5.8 Looked after children

The most common reason for a child being looked after is as a result of neglect or abuse. MGWT Pre-school will ensure that appropriate staff have the details of a child's looked after status and care arrangements. The child's key worker and the Designated Safeguarding Lead (Pre-School Manager) will have details of the child's social worker.

5.9 Preschool Attendance:

Children may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of MGWT Pre-school this includes promoting welfare through:

- good attendance
- Behaviour management
- Health & Safety
- Access to the EYFS curriculum
- Anti-bullying

Failure to attend MGWT Pre-school on a regular basis will be considered as a safeguarding matter.

5.10 Missing children

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. Unauthorised or unexplained absence will be monitored by the Pre-school Manager, and will be followed-up, investigated and reasons addressed. Effort will be made to improve attendance, but if concerns exist regarding continued or unexplained absence this will be raised with the Children's Services Contact team.

If a child leaves MGWT Pre-school without notice being given by a parent or without the Pre-school being advised of a change of circumstances or planned move of home or early years setting, this will be considered as a safeguarding matter. The Pre-school Manager will make reasonable enquiries to ascertain the whereabouts and wellbeing of the child, and will make contact with the Children's Services Contact team. If there are existing safeguarding concerns, contact will be made without delay.

Appendix A

MGWT Policy Framework: additional related MGWT & MGWT Pre-school Policies and Procedures:

- Staff Code of Conduct (MGWT)
- Health & Safety Policy (MGWT)
- Record Keeping and Assessment Procedures (MGWT)
- Confidentiality & Data Protection Policy (MGWT)
- E-Safety and Acceptable Use Policy (MGWT)
- Promoting Positive Behaviour Policy (Pre-school)
- Special Educational Needs & Disabilities Policy (Pre-school)
- Door Security Policy (Pre-school)
- Incident Reporting Procedure (MGWT)
- Valuing Diversity and Promoting Equality (MGWT)
- Safeguarding Adults Policy (MGWT)
- Recruitment and Selection Policy (MGWT)
- Disclosure and Barring Service (DBS) Procedure (Pre-school)
- Whistleblowing Policy (MGWT)

Legal Framework:

- Children Act (1989 s.47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters – 2004)
- Safeguarding Vulnerable Groups Act (2006)
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2010)
- Keeping children safe in education, Department of Education, July 2015
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf)
- Inspecting Safeguarding in Early Years 2016

Reference is made for further Guidance to:

- Islington Safeguarding Children's Board (ISCB) (<http://www.islingtonscb.org.uk/pages/default.aspx>)
- London Safeguarding Children Board (<http://www.londonscb.gov.uk/>)
- Islington Early Years Safeguarding and Child Protection Guidance
- Working Together to Safeguard Children March 2015

- What to do if you are Worried a Child is Being Abused (HMG 2006)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children 2004 (HMG 2007)
- Information Sharing: Guidance for Practitioners and Managers (HMG 2008)
- Disclosure and Barring Service (<https://www.gov.uk/government/organisations/disclosure-and-barring-service/>)
- Childcare disqualification requirements (<http://www.legislation.gov.uk/uksi/2009/1547/contents/made>)
Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. HM Government, March 2015.
- Keeping children safe in education, Sept 2016

Appendix B

The Categories of Abuse; signs and indicators

The four main categories of abuse are **physical, sexual, emotional abuse and neglect**. Bullying can also be a category of abuse. The abuse, or possible abuse, of a child/young person may come to your attention in a variety of ways. There may be aspects of the child's/young person's behaviour or presentation that lead you to suspect that they may be at risk. These possible signs should be shared with your Named Child Protection Person. They may then decide to refer the child/young person to care agencies for further enquiries to be made.

The possible signs of **abuse/neglect** include:

- Information given by the child/young person Information reported by a concerned adult
- Changes in the child's/young person's behaviour. For example, the child/young person suddenly becomes quiet, tearful, withdrawn or aggressive
- Loss of weight without a medical explanation
- Eating problems, for instance, overeating or loss of appetite

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.

Some possible signs of physical abuse:

- Unexplained injuries, for example, bruising, bite marks, burns and fractures, particularly if recurrent.
- Improbable explanations given for injuries.
- Several different explanations provided for an injury.
- Refusal to discuss injuries.
- Untreated injuries.
- Withdrawal from physical contact.

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.

Some possible signs of sexual abuse:

- Acting in a sexual way inappropriate to their age.
- Continual or excessive masturbation.
- Asking if you will keep a secret if they tell you.
- Unexplained sources of money, sweets or presents.
- Reluctance to changing for an activity.
- Chronic ailments such as stomach ache or headaches.
- Involving other children in sexual activity
- Self-harm.

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

It may involve conveying to children 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 the 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, though it may occur alone. This could involve constant criticism, name calling, ridicule, sarcasm, bullying, or unrealistic expectations of parents/carers over what a child/young person can achieve.

Some possible signs of emotional abuse:

- Withdrawal Nervousness Aggressive behaviour

Emotional abuse may be difficult to recognise as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

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); or ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. This could be when a child's/young person's personal or intimate requirements are ignored, not ensuring children/young people are safe, or exposure to undue cold, heat or unnecessary risk of injury.

Some possible signs of neglect:

- Constant hunger
- Poor personal hygiene
- Constant tiredness

- Poor state of clothing
- Untreated medical problems
- Compulsive eating/scavenging

Bullying is the abuse and/or intimidation by a person, people or an organisation against another or others. It may be a specific act or it may be institutional. It is an abuse of a perceived power relationship. Children can also bully other children. Bullying may include verbal abuse and intimidation, acts of physical or sexual abuse and coercion, e-bullying, through texting, filming on mobiles and posting on social networks. Whatever its form it is unacceptable. It must be challenged and appropriately addressed.

Some possible signs of bullying:

- Reluctance to attend activities previously enjoyed
- Tearfulness, depression, erratic emotions, loss of concentration
- Stomach aches, headaches
- Difficulty in sleeping, bed-wetting
- Bruising, cuts scratches, damaged clothing
- Bingeing on food, alcohol or cigarettes
- Shortage of money, frequent loss of possessions
- Asks for money or starts stealing (to pay bully/ies)
- Drop in performance.

Appendix C

Contact Details in Manor Gardens Welfare Trust (MGWT) and the Pre-School

The Designated Safeguarding Leads (DSLs):

Shade Arowolo, MGWT Pre-School Manager, 6-9 Manor Gardens, London N17 6LA, Tel. (direct line) 020 7561 5261, e-mail: Shade@manorgardenscentre.org

Katy Porter, Chief Executive Officer, 6-9 Manor Gardens, London N17 6LA, Tel. 020 7561 5263, e-mail: Katy@manorgardenscentre.org

The Designated Safeguarding Officers (DSO):

In the absence of the DSLs, the MGWT Pre-school deputies are:

Sharon Wait email: Sharon@manorgardenscentre.org

Ololade Obilana email: Lolly@manorgardenscentre.org

All these staff members undertake regular training and keep updated on child protection issues, including reporting procedures. They are the first point of contact for advice and support if a child protection issue arises in the Pre-School.

Key telephone contact numbers and addresses to contact when making a Child Protection Referral

Referral to Islington Children's Services Contact Team:

222 Upper Street,
Tel. 020 7527 7400
FAX: 020 7527 7042

Advice on Child Protection and whether or not to refer:

Early years:

Gwen Fitzpatrick

Early Years Designated Safeguarding Officer,

Tel: 020 7527 5629

Email: gwen.fitzpatrick@islington.gov.uk

Other children and families:

Local Authority Designated Officer (LADO)

Tel. 020 7527 8066

Emergency Out of Hours Duty Social Worker (after 5 pm)

Tel. 020 7226 0992 FAX: 020 7527 5454

To inform OFSTED Enforcement Team (by telephone only unless OFSTED ask for a written referral)

OFSTED South Region, Freshford House, Redcliffe Way,

Bristol BS1 6LX
OFSTED Helpline, Tel. 0300 123 1231
E-mail: enquiries@ofsted.gov.uk

Referral regarding children living in other boroughs:

Hackney Social Services:
Tel. 020 8356 5500
Out of hours: tel. 020 8356 2300

Haringey Social Services:
Hornsey Team: 020 8489 1857
Tottenham Team: 020 8489 5409 or
Switchboard: 020 489 0000
Out of hours: tel. 020 8348 3148

Camden Social Services:
Tel. 020 7974 6666
Out of hours: Tel. 7974 4444 or 6666 (24 hours)

Relevant Organisations for Advice and Support:

NSPCC, Child Protection Helpline:
Tel. 0808 800 5000

Child Line, Confidential Telephone Counselling Helpline for Children:
Tel. 0800 1111

Local Police Station, 284 Hornsey Road, London N7 7QY,
Tel. Control Room 020 7704 1212, or Community Contact Officers Tel. 020 7421 0645/0517.

Appendix D

Childrens Services Contact Team (CSCT) referrals and requests for service using the electronic Common Assessment Framework form (Request for Service Form)

The Children's Services Contact Team (CSCT) is the single point of contact for all referrals and requests for services for vulnerable children and young people in the borough.

The benefits of a single point of access are that

- Vulnerable children and their families receive the services they need, when they need them and where they can best access them
- We get involved early to support vulnerable families and nip problems in the bud – helping them to build resilience so that emerging problems do not become more serious

Referrers must have gained explicit consent from parents/carers and/or young people for all requests for service. Unless consent has been gained, requests for service will not be accepted. Where consent has not been sought/given, referrers will need to clarify why the referral should be made without consent. This will usually only be the case with some child protection referrals.

How do I make a child protection referral?

- **Urgent Child Protection referrals** should be made by phone call to **0207 527 7400**. (After 5 pm during the week, at weekends or during public holidays call the **Emergency Duty Team on 020 7226 0992**).
- These should be followed using the Islington Children's Services: request for service form as soon as possible, within 48 hours and emailed to csctreferrals@islington.gov.uk, or via GCSX: CSCT@islington.gcsx.gov.uk or DisabledChildren.Team@islington.gov.uk

How do I request a targeted service from CSCT?

- Complete the Islington Children's Services: request for service form and email to csctreferrals@islington.gov.uk, or via GCSX: CSCT@islington.gcsx.gov.uk or DisabledChildrenTeam@islington.gov.uk
- All sections of the form should be completed
- You can contact us for advice between 9am and 5pm Monday to Friday.

Information sharing within the Children's Services Contact Team

Apart from basic information, e.g. date of birth or services provided, information is not shared within the Children's Services Contact Team without consent. Information is stored securely.

In Section 2: What has led to this unborn baby, infant, child or young person being assessed

- Summarise the reasons for this referral/request for service clarifying why the referral/request is being made at this particular time
- If a disclosure has been made, please record verbatim exactly what was said.

In Section 3 : Details of family and support network:

- Please include contact details for both parents (even if the child only lives with one)
- Details of any siblings and/or other relevant people living in the household e.g., parents partners or extended family members.
- State clearly if you do not have this information.

In Section 4: Services working with this infant, child or young person:

- Give your name, role and contact details
- Details of all agencies that you know to be working with the infant, child or young person.

Section 13: Request for service from targeted or specialist service: Once you have completed the sections above, you must assign the case to the CSCT Section:

- Click on the 'Request for CSCT details radio button in Section 13
- Record the date and complete the summary box
- **Click to notify CSCT whether parents have been informed of the decision to refer to specialist/targeted service**
- Click 'Next' twice
- In the 'Outcome' drop down menu, select the 'Request for CSCT'
- Select the 'Worker' tab to allocate the request to CSCT
- Click 'finish' and this will assign the case to the CSCT.

CSCT will contact you to let you know the outcome of your referral/request for service.

When they do, select the appropriate drop down in the 'Outcome of Request' box in Section 13 to update or close the referral

Support

If you experience any technical problems using the referral and request for service form (e.g. logging on) contact the Helpdesk: T: 0207 527 8886, E: csdesk@islington.gov.uk

If you have need any support or training to use the referral and request for service form, contact Michelle Virdi, Workforce Development Manager, T: 020 7527 5595. E: michelle.virdi@islington.gov.uk

APPENDIX E

To help demonstrate what The Prevent Duty means in practice in EYFS, we have worked up the following examples based on what is in the statutory guidance. They are just that – examples - and not exhaustive, but hopefully useful to you.

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to have a broad perspective, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community
- failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs "

Appendix F

Islington Children's Services: request for service form

Email this form securely to: csctreferrals@islington.gov.uk or via GCSX: CSCT@islington.gcsx.gov.uk
DisabledChildren.Team@islington.gov.uk

<p>PART A: CONSENT</p> <p>Consent must be obtained for referrals/requests for services to proceed except in the following circumstances:</p> <ol style="list-style-type: none"> 1. Where there are clear child protection concerns. It is good practice to inform the parents/carer that you will be making a referral UNLESS to do so will place the child or adults at increased risk or compromise a criminal or safeguarding investigation. If this is the case then an immediate referral should be made without consent being obtained. 2. When the referrer has sought consent but the parent/carer has refused permission. In this instance, the referrer believes that by not sending the referral to Children’s Services Contact Team, the identified concern(s) are likely to escalate and may place the child/ren at further risk of potential harm. <p>Where referrers are unsure if their concern reaches the threshold for child protection, or unsure of a referral to Childrens services, a discussion should take place with the Children’s Services Contact Team Social Worker or Disabled Children’s Team without providing the child/family details.</p> <p>Monday – Friday, 9am-5pm 020 7527 7400. For Disabled Children Monday-Friday 9am -5pm 0207 527 3366 For urgent enquiries out of hours, contact the Emergency Duty Team on 020 7527 0992.</p> <p>Consent should be sought from either a person who has parental responsibility in respect of the children to whom this consent relates or the child or young person, if of sufficient age and understanding. Sufficient age and understanding must be considered for all young people who are over the age of 13 but could be considered earlier if appropriate. Referrers should ensure that parents/carers (or child/young person) are aware that this referral/request for service means that we may obtain and share information with relevant agencies to make sure they receive the help they need quickly from the right services.</p> <p>IT IS THE REFERRER’S RESPONSIBILITY TO SEEK / GAIN CONSENT AND RECORD THIS SEPARATELY, CONSISTENT WITH LOCAL DATA SHARING PROTOCOLS</p> <p>This is a mandatory field. Please either select either Yes or No to confirm consent has been given: <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Date consent was requested: Click here to enter text.</p> <p>Requested from: Click here to enter text.</p> <p>Please indicate whether: <input type="checkbox"/> Child <input type="checkbox"/> Parent <input type="checkbox"/> Carer</p> <p>If parent/carer (or child/young person) has not consented please state the reason: Click here to enter text.</p> <p>If you have not sought consent from the parent/carer (or child/young person) state why: Click here to enter text.</p> <p>Name of social worker in Children’s Services Contact Team or Disabled Children’s Team with whom referral discussed: Click here to enter text.</p> <p>Date discussed with social worker in Children’s Services Contact Team or Disabled Children’s Team: Click here to enter a date.</p>
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PART B: ABOUT THE CHILD / YOUNG PERSON (please include details of any siblings if known)			
Name	Date of birth	Gender	Ethnicity
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Name of parent(s)/carer(s)	Date of birth	Gender	Ethnicity
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Contact details	Tel No: Address:	Click here to enter text. Click here to enter text.	
Preferred method of contact:	Click here to enter text.		
Preferred times to contact:	Click here to enter text.		
Please include details of anything we need to know before contacting parents/carers e.g. need for an interpreter, any sensory communication difficulties, suspected domestic abuse or violence:			
Childcare/school setting (where relevant):		Click here to enter text.	
Referrer's contact details (person making request/referral)		Telephone No: Email address: Address:	Click here to enter text. Click here to enter text.
Is there another 'Lead Professional' working with the child/family? Yes/No: Click here to enter text. Please provide details: Click here to enter text.		Name: Click here to enter text. Tel / email: Click here to enter text.	
Does child have EHC Plan? Yes/No: Click here to enter text. Does child have a diagnosis of a disability? Yes/No: Click here to enter text.		Details of disability: Click here to enter text.	
PART C: THE SERVICE REQUEST/REFERRAL			
Service being requested if known (tick all that apply) Refer to the Islington Family Directory for information about services			
<input type="checkbox"/> Children's Social Care (including child protection and disabled children) <input type="checkbox"/> Children's Centre Targeted Family Support <input type="checkbox"/> Families First <input type="checkbox"/> Islington Families Intensive Team		<input type="checkbox"/> Targeted Youth Support <input type="checkbox"/> Other, e.g. Short Breaks – children with a disability (please state): Click here to enter text.	
Reason for request for service, including presenting needs and context: Click here to enter text.			
Describe any current/previous interventions you have planned/implemented with this child/young person/family and their outcomes (you may attach your current assessment and plan			

with consent if there is one):

Click here to enter text.

What support and outcomes are you seeking for this child/young person/family?

Click here to enter text.

Parent/carer/young person views and feelings about this request for service/referral (if known):

Click here to enter text.

Signed: Click here to enter text.

Date: Click here to enter a date.

Print name:

Click here to enter text.