



Safeguarding and Child Protection Policy

How this policy fits in with other policies:



Log of updates

03/2020	Annex 2 added
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INTRODUCTION

At Lady Nafisa School, safeguarding children is of paramount importance. It is a responsibility upon all adults within the school to ensure children are safe at school and protected. Children in our care are an *amanah* (trust) to us and must be given the best environment to grow and learn in.

Safeguarding is defined as

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, inside or outside the home, including online
- Preventing impairment of health and/or development,
- Ensuring that children grow up in the provision of safe and effective care and taking action to enable all children to have the best life chances.

This Safeguarding and Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

This policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Anti-Bullying Policy, Acceptable Use policy, Attendance and punctuality policy, E-safety policy, Tackling extremism and radicalisation policy, Allegations against staff policy and staff code of conduct.

This policy reflects the new guidance 'Keeping children safe in education' September 2024 and is in line with procedures set by the local safe guarding children board (HSCB).

Purpose of a

Safeguarding and Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Hillingdon Safeguarding Children Board

The school follows the procedures established by the Hillingdon Safeguarding Children Board; a guide to procedure and practice for all agencies in Hillingdon working with children and their families.

School Staff & Volunteers

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.
All staff will receive an updated child protection policy, the staff code of conduct as well as part 1 of 'Keeping children safe in education' guidance and an outline of the role of the designated safeguarding lead. They will also receive any further training depending on the presenting need of each cohort.
All school staff and volunteers will receive safeguarding children training, so that they are knowledgeable and aware of their role in the early

recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This will be refreshed with face to face training every year and in the interim through on line training.

It is good practice for the Designated Safeguarding Lead to deliver an annual update.

Temporary staff will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead.

Mission Statement

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.
- Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and well being of a child.
- All staff have professional curiosity to help identify and support children who may be at harm.
- Our belief that “it could happen here” for all aspects of safeguarding and bullying supports us to address any underlying bias in order to achieve equality for all children and adults within our school.
- Ensure children know that there are adults in the school whom they can approach if they are worried and feel that they will be heard and they are assured that they are being taken seriously. A child should never be given the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should they ever be made to feel ashamed for making a report
- Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.
- Include opportunities in the PSHE curriculum (Life Skills lessons and tutorials) for children to develop the skills they need to recognise and stay safe from abuse.
- Contribute to the five outcomes which are key to children’s wellbeing: be healthy; stay safe; enjoy and achieve; make a positive contribution; achieve economic wellbeing.

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the governing body and senior leaders. It will be implemented through the school’s induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Safeguarding lead and through staff performance measures.

STATUTORY FRAMEWORK – WHAT WE MUST DO

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- [Keeping children safe in education September 2024](#)
- [Working Together to Safeguard Children \(DfE 2023\)](#)

- **Guidance for safer working practice for those working with children and young people in education setting (Feb 2022)**
- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- London Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- Sexual violence and sexual harassment between children in schools and colleges Sept 2021
- the Education (Independent School Standards) Regulations 2014,
- **Guidance for independent schools 2019**
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Searching, screening and confiscation (Jan 2018)
- Data Protection Act 2018
- Mental health and behaviour in schools (Nov 2018)
- Children & Social Work Act 2017
- **What to do if you're worried a child is being abused 2015.**
- **The Domestic Abuse Act 2021**
- **PACE Code C 2019**
- **The Safeguarding Vulnerable Groups Act 2006**
- **The Teacher Standards 2012**

Working Together to Safeguard Children (DfE 2023) requires all schools to follow the procedures for protecting children from abuse which are established by the London Safeguarding Children Board.

Safeguarding Children and Safer Recruitment in Education (DfES 2006) places the following responsibilities on all schools:

- Schools should be aware of and follow the procedures established by the London Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- Schools should have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- A Designated Senior Person should have responsibility for co-ordinating action within the school and liaising with other agencies
- Staff with designated responsibility for child protection should receive appropriate training

Safeguarding Children and Safer Recruitment in Education also states:

“All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child’s welfare.”

We understand that as a school we play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

We have a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Such a programme will be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This programme will tackle at an age-appropriate stages issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

THE DSL – DESIGNATED SAFEGUARDING LEAD

The DSL for Child Protection in this school is:

SANAM SALEEM (sanam.saleem@ladynafisa.org)

A Deputy DSL should be appointed to act in the absence/unavailability of the DSP.

The Deputy DSL for Child Protection in this school is:

TANZINA SATTAR (tanzina.sattar@ladynafisa.org)

It is the role of the DSL for Child Protection to:

- Ensure that he/she receives refresher training at two yearly intervals to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the HSCB Inter-agency Child Protection and Safeguarding Children Procedures and any other relevant local guidance e.g. safe drop off/collection of children guidance.
- Ensure relevant staff have an awareness and understanding of the provisions in place for filtering and monitoring and manage them effectively as well as know how to escalate concerns when identified
- Ensure that the Head Teacher is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Children, Schools and Families social care.
- Keep a record of the rationale behind the decisions that are made.
- Liaise and work with Children's Services: Safeguarding and Specialist Services over suspected cases of child abuse
- liaise with the head teacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult in accordance to the guidance PACE Code C 2019.
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision

- Submit reports to ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that the school effectively monitors children about whom there are concerns, including notifying Children's Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support
- Discuss with new parents the role of the DSL and the role of safeguarding in the school. Make parents aware of the safeguarding procedures used and how to access the child protection policy.
- Ensure the child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term where children leave school (including in year transfer)
- Comply with data protection law in accordance with the Data Protection guidance for schools (Dfe 2024)

THE GOVERNING BODY

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility. The nominated governor for child protection is:

NAME: ZAHID QURESHI (zahidqureshi1@gmail.com 07762 193 209)

In particular the Governing Body must ensure:

- Child protection policy and procedures are in place and fit for purpose
- Safe recruitment procedures are understood and followed
- Appointment of a DSL who is a senior member of school leadership team
- Relevant safeguarding children training for all staff including governors is attended
- Safe management of allegations made against staff and/or the Headteacher
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay

- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Effective monitoring and filtering of online content which takes into account the number of and age range of students, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.
- Safe working practices as outlined in “Keeping Children Safe in out-of-school settings” are adhered to if the premises are used out of hours for clubs and activities.
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged
- Comply with data protection law, develop data policies in order to understand what staff and pupil data to keep and to prevent data breaches according to Data Protection guidance for schools (Dfe 2024)

The Role of the Local Authority

The local authority will make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome, the referrer should follow up if this information is not forthcoming.

If, after a referral, the child’s situation does not appear to be improving, our school will consider following local escalation procedures to ensure our concerns have been addressed and, most importantly, that the child’s situation improves.

When our staff members have any concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take. Where possible, will be a conversation with the designated safeguarding lead to agree a course of action.

Where there is a safeguarding concern, our school will ensure the child’s wishes and feelings are taken into account when determining what action to take and what services to provide. Systems are in place for children to express their views and give feedback.

If the school receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities), the school will follow our safeguarding policies and procedures, including informing the LADO.

SCHOOL PROCEDURE – STAFF RESPONSIBILITIES

Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.

We are also aware that being professionally curious is not simply about asking the right questions. It is about the language used, having a trusting relationship, being in a safe space and giving children and young people the time they need to talk openly and not

feel pressured, however this will not prevent staff from speaking to the DSL if they have concerns about a child.

Staff are required to play a key role in monitoring student activity online whilst on site. The school employs rigorous filtering services to prevent students from accessing inappropriate content. Staff receive training at induction on what to do if they have a concern about online safety.

As a member of staff, if you have any concerns about a child, it is your duty to log your concern in a clear, precise, factual manner. If you have any concerns related to the general welfare of pupils (excluding child protection concerns) log your concerns on the online system for student concerns. Keeping a log of low level concerns help to build up a picture of the child and can prevent possible issues from escalating. After logging an entry, email the child's tutor and DSL informing them a log has been made. The DSL will review log and record any follow up action. If no action has been recorded, it is the staff member's duty to follow up.

If the matter relates to any child protection concerns or any disclosures are made this must be reported to the DSL immediately and a Safeguarding Concern form is completed (electronic version located in onedrive).

Do not delay in recording your concerns – you will forget!

All staff will be made aware of the NSPCC whistleblowing helpline (08000280285) in the event that they feel their concerns have not been dealt with appropriately or that they can not raise the concerns. This will be included in the staff handbook and displayed in the staffroom.

All staff members will receive appropriate safeguarding and child protection training (at least annually) to ensure they safe guard children effectively. This training will include awareness of the process of making referrals and reflect any changes. They will also complete online safety training as required and **know how alert the DSL if there is an online safety concern.**

The DSL will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file within 5 days. This should be followed up by a phone call by the DSL to ensure the school has received the file and to share any particular concerns with the DSL.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

When children leave our school, the designated safeguarding lead will ensure their child protection file is transferred to the new school or college within as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school to have support in place for when the child arrives. The DSL will ensure the secure transit of the file, and confirmation of receipt will be obtained; this will be transferred separately from the main pupil file. If we are the receiving school, we will ensure key staff such as designated safeguarding leads and SENCOs, are aware as required.

We will inform our Local Authority of all deletions from our admission register when a child is taken off roll.

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Our school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

When a child joins our school, we will request in writing the CP file or confirmation that there is none from the previous school. We will also request any information (general concerns) which may not have reached the threshold for a CP file but may support and assist transition to our school.

Levels of Support available (Making decisions)

Early Help

If Early Help is appropriate, our designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases are kept under constant review and consideration given to a referral to Local authority children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

The need for early help may be for a child who:

- is frequently missing / goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a PRU
- has a parent or carer in custody or is affected by parental offending

Child in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of

services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

WHEN TO BE CONCERNED: What is Abuse?

Abuse: A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. **It may include a child seeing, hearing, or experiencing domestic abuse and its effects.** Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

Safeguarding incidents and/or behaviours can be associated with factors outside the school. Our staff, especially the designated safeguarding lead will be considering the context of such incidents and/or behaviours. Such contextual safeguarding means our assessments of children will consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Additionally, Local authority children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that we provide as much information as possible as part of the referral process. This allows any assessment to consider all the available evidence and enable a contextual approach to address such harm.

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

All staff are aware of safeguarding issues and aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

Where there are reports of abuse involving children with SEND the designated safeguarding lead (or deputy) will work closely with the SENCO to ensure the best outcomes are achieved for the child.

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- **Exploitation**

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – **see Appendix 1 for details.**

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of ‘boundaries’, lack stranger awareness
- Appear wary of adults and display ‘frozen watchfulness’

Child on Child Abuse

Staff should be aware that children can abuse other children (known as child-on-child abuse). This can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse (See appendix 1) and know how to identify it and respond to reports.

Staff should understand, that although there may not be reports of child on child abuse in Lady Nafisa School, it does not mean it is not happening. It may be the case that it is just not being reported. We take a zero tolerance approach to child on child abuse and work to create an inclusive school where difference and diversity are valued and celebrated. We do this by close monitoring of low level concerns via the school’s online recording system; targeted discussions on pupils in weekly staff meetings; assemblies and tutorials; developing a strong pupil voice in school; through the Life Skills curriculum; by monitoring SMSC provision across the curriculum; having a robust and clear behaviour and adab policy which is shared with parents and students.

If staff have any concerns regarding child on child abuse they should speak to the DSL.

Staff must challenge inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All incidences of child on child abuse must be reported and logged following the school's logging procedures.

CHILD CRIMINAL EXPLOITATION (CCE) and CHILD SEXUAL EXPLOITATION (CSE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Appendix.

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Appendix.

MENTAL HEALTH AND WELL-BEING

Staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. These observations should be logged according to the school's logging procedures.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. We have an appointed **Well Being lead (WBL), Mrs Oorooj Qadri**, for both students and staff. When concerns are raised about a child's mental health, the DSL will work with the WBL to create a plan of support for the child. Information will be shared with parents, as appropriate, and meetings logged. If the WBL feels the child needs further support from external agencies, the school will work with parents to ensure help is provided.

Appropriate time and training will be provided for the WBL and reviewed to ensure it meets the changing needs of our pupils.

Lady Nafisa school promotes wellbeing and positive mental health by identifying potential issues which are affecting young people. For example exam pressure, reduced self esteem due to social media, family demands, Covid 19 and so on. The school aims to tackle these issues by giving pupils the tools and skills they need to lead a balanced, healthy lives. This is achieved via Life Skills modules, tutorials, assemblies, Well Being challenges, increased opportunities for socialising, providing creative pursuits, developing spiritual intelligence, building sisterhood and school community, having an Open-Door Policy and by raising awareness of mental health conditions.

Pupils are able to communicate and express their views via:

1. The online sharing concerns form which is emailed termly to all students.
2. Post a concern in the red letterbox in the main office
3. Email the WBL directly to share their concern and request a meeting

The DSL and WBL are trained as Mental Health Ambassadors by Place2Be and this training is open to any member of staff. More information can be found in the mental health and behaviour in schools guidance Nov 2018.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy

SERIOUS VIOLENCE

Staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see CCE and CSE).

Staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

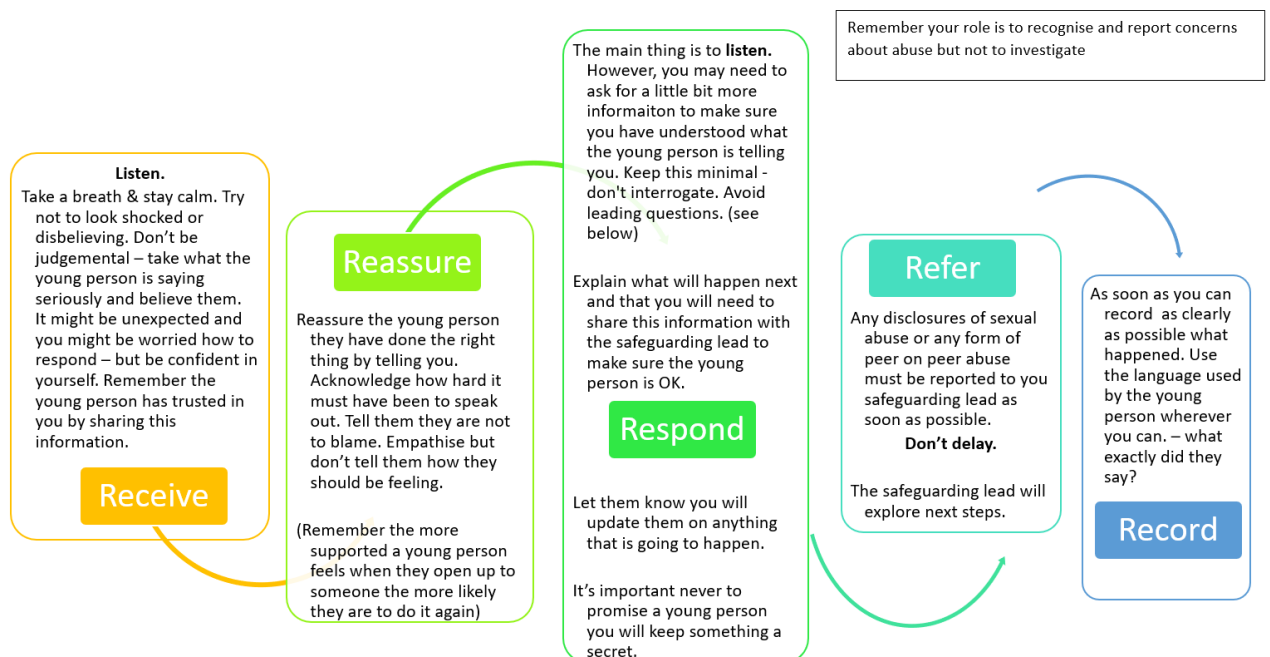
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services

- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL without delay (on the same day)

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL.

Guidance for managing disclosures of Sexual Abuse



CONFIDENTIALITY

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

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is 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.

Making a referral - What information will we need?

We will be asked to provide as much information as possible; such as the child's full name, date of birth, address, school, GP, languages spoken, any disabilities the child may have, details of the parents, other siblings, chronology of previous concerns. If we do not have all these details, we will still make the call.

Staff will follow up the verbal referral in writing, within 24 hours.

This will be done on a referral form (depending on which Local authority the child resides in).

For Hillingdon

All child protection referrals should be made by telephone on 01895 556006. The details of the safeguarding concern must be confirmed in writing, as a matter of urgency, the same day. This is achieved by completing the early help assessment.

For Hounslow

Hounslow CFAN Referral Form

To make a referral please send a completed CFAN to Childrensocialcare@hounslow.gov.uk

Tel: 020 8583 6600 (option 2)

If you believe a child or young person is at immediate risk of harm call 999 in an emergency

We can locate the number for the child's local authority's child protection referral team via <https://www.gov.uk/report-child-abuse-to-local-council>

LOW LEVEL CONCERNS & REPORTING

Low level concerns are concerns regarding the behaviour of a member of staff towards children that fall below the threshold for mandatory reporting to the local authority (Harm threshold).

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
 - having favourites;
 - taking photographs of children on their mobile phone;
 - engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- or,
- using inappropriate sexualised, intimidating or offensive language.

Whilst the concerns may seem very minor and one-off, the behaviour may form part of a pattern that is putting children at risk or (without intervention) may develop into such a pattern.

The behaviour may have been innocent but the member of staff may need to be given guidance to understand why it was inappropriate and should not happen again.

At Lady Nafisa school we want to promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school are dealt with promptly and appropriately. Staff should feel confident and comfortable to self-report. Staff should report any low level concerns to the DSL using the Low level reporting form (Staff Onedrive). All concerns will be recorded and dealt with appropriately. Low-level concerns which are shared about supply staff and contractors will be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

RECORD KEEPING

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (pro-forma kept in the school office or available online in Staff Onedrive>Reporting Concerns>Reporting Incidents forms.)
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- Use the child's language as much as possible

- Do not necessarily ask for details about time, location etc as making a disclosure of abuse and remembering past abuse can be a difficult experience and it is best practice to listen rather than to investigate.

All records need to be given to the DSL. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

CHILD MISSING EDUCATION & Child Absent from Education

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The Attendance Officer (AO) will monitor absence levels and in particular unauthorised absence, especially where children go missing on repeated occasions (See Attendance and Punctuality policy). The AO will also monitor half day absences. We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Council's Children Missing Education (CME) Deborah Bell email: dbell1@hillingdon.gov.uk tel: 01895 250858.

We also monitor punctuality closely. A child repeatedly arriving late to school is a cause for concern and may be the result of safeguarding issues.

Child Absent from Education: A child being absent from education for prolonged periods and/or on repeat occasions (which is unexplainable and/or persistent) is a potential indicator of abuse, neglect and exploitation, including sexual abuse or exploitation, child criminal exploitation or mental health problems. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children are absent on repeated occasions and/or are missing for periods during the school day.

ALLEGATIONS INVOLVING SCHOOL STAFF AND VOLUNTEERS

See separate policy

CHILDREN WITH SPECIAL NEEDS AND DISABILITIES OR PHYSICAL HEALTH ISSUES

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

Staff must recognise that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges.

If concerns are raised, the DSL will work closely with relevant staff members and/or external agencies to ensure extra pastoral support, if needed, is put in place.

LOOKED AFTER CHILDREN and PREVIOUSLY LOOKED AFTER CHILDREN

Looked After Child (LAC) refers to a child who is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours. The term 'Children in Care' is also used to define the same group of young people.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing body will ensure that staff have the skills, knowledge and understanding to keep looked after children safe. They will ensure that appropriate staff have access to the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after her. The designated safeguarding lead should have details of the child's social worker and the name of the Virtual School Head that looks after the child. A Personal Education Plan (PEP) is required for every child in care and forms part of their overall Care Plan. The Care Plan should be in place within six weeks of entering care and thereafter reviewed at least every term.

A Looked After Child (LAC) and previously looked after child (PLAC) potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

CHILDREN ON WORK EXPERIENCE

During year 10 work experience placements, the school will ensure that policies are in place to protect the child.

Barred list checks may be required in some cases

PREVENTING RADICALISATION

See policy 'Tackling Extremism and Radicalisation'

Prevent referrals process UPDATED – 2020 LB Hillingdon

On 25th May 2020, a new pilot scheme is being launched by the Metropolitan Police to streamline the way statutory agencies can report a Prevent concern to the police and Multi-Agency Safeguarding Hub.

The new National Prevent referral form is attached to this email, which from 25th May 2020 is the only way to submit a concern that someone may be vulnerable to radicalisation or extremism.

To assist this new process, we have created a “Front Door for Prevent” to avoid agencies having to duplicate information on separate referrals. The new email address preventreferrals@met.pnn.police.uk has been created which will share the form with both the police and the MASH (or equivalent), to allow the safeguarding concerns to be assessed alongside any police risk.

If you have any queries or would like some support prior to submitting the referral form then you can contact the Local Authority Prevent lead, Fiona Gibbs. Email: fgibbs@hillingdon.gov.uk Tel: 07946714637

E-SAFETY (including filtering & monitoring)

See policy 'E Safety'

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate material. The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate and effective filters and monitoring systems are in place to block harmful and inappropriate content by managing the content available to pupils, who can contact our pupils and the personal conduct of our pupils online. We take care to ensure that these systems do not unreasonably impact on teaching and learning, and staff have been identified and assigned suitable roles and responsibilities to manage these systems. We also have effective monitoring strategies in place to meet the safeguarding needs of our pupils. Our filtering and monitoring systems are reviewed regularly (at least annually) to ensure their effectiveness.

We tell parents and carers what filtering and monitoring systems we use, so they can understand how we work to keep children safe. We will also inform parents and carers of what we are asking children to do online, including the sites they need to access.

We have also ensured that appropriate level of security protection procedures are in place to safeguard our systems, staff and learners. We review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Online safety risks can be categorised into four areas of risk:

- **content** - being exposed to illegal, inappropriate or harmful content such as pornography, fake news, misogyny, self-harm, suicide, radicalisation and extremism
- **contact** - being subjected to harmful online interaction with other users such as peer to peer pressure and adults posing as children or young adults to groom or exploit children
- **conduct** - personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images, sharing other explicit images and online bullying

- **commerce** - risks such as online gambling, inappropriate advertising, phishing or financial scams.

All staff are aware of these risk areas and should report any concerns to the DSL.

Sharing nudes and semi nudes

Sharing photos, videos and live streams online is part of daily life for many children and young people, enabling them to share their experiences, connect with friends and record their lives. Sharing nudes and semi-nudes means the sending or posting online of nude or semi-nude images, videos or live streams by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums, or done offline between devices via services like Apple's AirDrop.

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Other terms used in education include 'sexting', youth produced sexual imagery' and 'youth involved sexual imagery'.

The motivations for taking and sharing nudes and semi-nudes are not always sexually or criminally motivated. Such images may be created and shared consensually by young people. It is also possible for a young person to be coerced into sharing an image. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

All incidents involving youth produced sexual imagery will be responded to as follows:

- The incident will be referred to the DSL immediately and the DSL will hold an initial review meeting with appropriate staff. If appropriate, there will be subsequent interviews with the young people involved.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process, if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately in accordance with this policy.

In some instances, it may be necessary to refer the matter to the police. Once a report is made to the police, the report must be recorded, and the police will investigate. This may include seizure of devices and interviews with the young people involved.

The UK Council for Internet Safety updated its advice for managing incidences of sharing nudes and semi-nudes in December 2020 – [UKCIS advice 2020](#). The school will have regard to this advice when managing these issues.

SAFER RECRUITMENT

See 'Safer Recruitment' policy

ELECTIVE HOME EDUCATION

Elective Home Education (EHE) is a right for all parents to provide education for their children at home, or elsewhere, which does not involve them being registered on a school's roll. This is different to home tuition provided by a Local Authority or education provided by a Local Authority other than at a school.

For further information, contact the School Placement and Admissions team on 01895 558670.

Why do parents choose to electively home educate their children?

- Families may choose home education for a variety of reasons:
- Lifestyle / culture / philosophical / religious beliefs
- Medical needs
- Bullying / fear of bullying
- Anxiety / School phobia / refusal
- Particular talent / activity (e.g. arts or sports)
- Not offered preferred school(s)
- Special Educational Needs where need is not being met at school
- Disaffection with school environment
- Covid-19 anxieties

This list of reasons is not exhaustive. Parents may choose to provide EHE for any reason.

Parental Rights and Responsibilities

Education is compulsory but school is not.

The Education Act 1996 Section 7 states that a parent must ensure that their child receives education that is full-time, efficient and suitable. There are no statutory definitions for these requirements.

A parent must ensure that education is suitable to the child's age, ability and aptitude and takes account of any Special Educational Needs. The education should primarily equip the child for life within the community to which s/he is a member but should not foreclose the child's options in later years to adopt a different form of life.

Parents have a legal right to educate their child at home and are not required to have any qualifications or training to provide their children with a suitable education.

What process should schools follow when a parent elects to home educate their child(ren)?

Schools themselves should **not** raise the topic of EHE with parents. If parents inform the school they wish to EHE then school should then discuss this with parents. Schools must also notify the Local Authority when a parent withdraws their child from school to provide EHE. In this circumstance a parent is encouraged to write to the Head

Teacher requesting that their child is de-registered and confirming that it is their intention to home educate their child.

All schools are expected to provide Hillingdon's School Placement and Admissions Team, with the following information via a dedicated form;

- Parent's letter, or email, informing the school of their decision to home educate (if provided).
- Reason/s the school are aware of why the parent has decided to home educate.
- An up to date attendance record for the child.
- Details of the allocated social worker, if the child has one.
- List of attainment levels (useful for education advisers when they visit, or if the case is referred to the Fair Access Panel).
- Notification/information if the child has special educational needs with or without an Education, Health and Care Plan.
- Any safeguarding concerns
- Confirmation that the school have offered to provide parents with either previous classwork or a summary of the curriculum followed to date (and possibly the future curriculum plan). This will assist the parent with their planning for home education. The parent may decide to ignore this documentation hence their reason to EHE as they may have dissatisfaction with the education system. However, this will be a useful tool for some.

Removing the child from the school roll

Under the Pupil Registration Regulations (2006), the school is required to deregister the child or young person upon receipt of the parent letter and inform the child or young person's home Local Authority (LA). In order to promote recent recommendations by Ofsted the school will temporarily keep a pupil on roll for 5 school days following referral to the School Placement and Admissions Team. This will allow time for an officer to process the request and attempt to engage the family further to seek a resolution (if necessary) before removal from roll. The removal should only be done following confirmation from the Local Authority. This confirmation will be made in writing with the school.

Notifying the Local Authority

Schools should follow the link below to notify the Local Authority for families who wish to home educate and be removed from the school roll: [EHE Procedure for Hillingdon Schools - Leap](#)

Safeguarding

Schools should be informing parents if they have any safeguarding concerns about their child(ren) as and when they arise. Elective Home Education in itself is not a safeguarding concern. If school feel a child being EHE increases their concerns, then they should be open with the parent(s) about this including if this will result in a referral to Children's Social Care following the schools safeguarding policy. Each situation will be unique to the circumstances of the child. Schools should be clear with parents, and in any subsequent referral, about why EHE would increase any prior safeguarding concerns. Whilst these conversations can be daunting being honest and upfront with a family is more likely to allow an ongoing partnership with the school in the future. Any safeguarding concerns should be reported through the Multi-Agency Safeguarding Hub (MASH). Where children's Social Care are already involved with a family, schools should share this information with the allocated social worker and any risk will be re-considered in light of this.

Contacts

School Placement and Admissions Team, EHE@hillingdon.gov.uk or 01895 558670
MASH: lbhmash@hillingdon.gov.uk or 01895 556633

Police and Criminal Evidence Act (1984) – Code C 2019

The designated safeguarding lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence.

PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code.

PACE also states that if at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The designated safeguarding (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded in the CP file for the child OR Reporting Concerns log (whichever is deemed more appropriate by the DSL).

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned¹ before questioned about an offence², or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution.

A police officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:

- a. a police officer;
- b. employed by the police;
- c. under the direction or control of the chief officer of a police force; or
- d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible).
<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

Use of Premises for non-school use

When services or activities are not under the direct supervision or management of the school, the school will seek assurances that the individual or organisation has appropriate safeguarding and child protection policies and procedures in place.

The school will also ensure that there are arrangements in place for the individual or organisation to liaise with the school on safeguarding matters where appropriate.

If the school receives an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children, the school will follow our safeguarding policies and procedures, including informing the LADO.

APPENDIX

➤ INDICATORS OF HARM

PHYSICAL ABUSE

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

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem

- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

EMOTIONAL ABUSE

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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – 'don't care' attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight

Frequent hunger

Dirty, unkempt condition

Inadequately clothed, clothing in a poor state of repair

Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold

Swollen limbs with sores that are slow to heal, usually associated with cold injury

Abnormal voracious appetite

Dry, sparse hair

Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea

Unmanaged / untreated health / medical conditions including poor dental health

Frequent accidents or injuries

Development

General delay, especially speech and language delay

Inadequate social skills and poor socialization

Emotional/behavioural presentation

Attachment disorders

Absence of normal social responsiveness

Indiscriminate behaviour in relationships with adults

Emotionally needy

Compulsive stealing

Constant tiredness
Frequently absent or late at school
Poor self esteem
Destructive tendencies
Thrives away from home environment
Aggressive and impulsive behaviour
Disturbed peer relationships
Self harming behaviour

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

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.

Indicators in the child

Physical presentation

Urinary infections, bleeding or soreness in the genital or anal areas
Recurrent pain on passing urine or faeces
Blood on underclothes
Sexually transmitted infections
Vaginal soreness or bleeding
Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

Makes a disclosure.
Demonstrates sexual knowledge or behaviour inappropriate to age/stage of

development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
Self-harm - eating disorders, self mutilation and suicide attempts
Poor self-image, self-harm, self-hatred
Reluctant to undress for PE
Running away from home
Poor attention / concentration (world of their own)
Sudden changes in school work habits, become truant
Withdrawal, isolation or excessive worrying
Inappropriate sexualised conduct
Sexually exploited or indiscriminate choice of sexual partners
Wetting or other regressive behaviours e.g. thumb sucking
Draws sexually explicit pictures
Depression

➤ **Spotting the signs of child-on-child abuse**

- absence from school or disengagement from school activities
- physical injuries
- mental or emotional health issues
- becoming withdrawn – lack of self esteem
- lack of sleep
- alcohol or substance misuse
- changes in behaviour
- inappropriate behaviour for age
- abusive towards others

➤ **Indicators of Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

There are a range of factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

➤ Domestic Abuse

Our staff/volunteers understand Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Domestic Abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse

can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Controlling behaviour

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

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.

Operation Encompass

Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

Our school is signed up to Operation Encompass. This protocol sets out plans for a multi-agency operation to notify schools when a pupil has experienced domestic abuse in their household, which will allow the school to provide appropriate early intervention and support in a timely manner. Our Encompass Lead (Sanam Saleem) will receive notifications and ensure the children receive the right help at the right time.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, **24 hours a day on 0808 2000 247**. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- [NSPCC- UK domestic-abuse Signs Symptoms Effects](#)
- [Refuge what is domestic violence/effects of domestic violence on children](#)
- [Safe Young Lives: Young people and domestic abuse | Safelives](#)
- [Domestic abuse: specialist sources of support](#) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
- [Home : Operation Encompass](#) (includes information for schools on the impact of domestic abuse on children)

➤ **County lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
- owe a ‘debt bond’ to their exploiters;
- have their bank accounts used to facilitate drug dealing.

➤ **FEMALE GENITAL MUTILATION**

Definition

The school uses the World Health Organisation definition of FGM:

i) **Clitoridectomy:** partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin

surrounding the clitoris).

ii) **Excision:** partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are “the lips” that surround the vagina).

iii) **Infibulation:** narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.

iv) **Other:** all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

It must be stated clearly that Islamic Law has explicitly prohibited all such kinds of procedures. It is considered a crime in Islamic Law and UK Law to practise FGM.

Guidance

The UK Government has issued advice and guidance on FGM that states:

“FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. In all circumstances where FGM is practised on a child it is a violation of the child’s right to life, their right to their bodily integrity, as well as their right to health. The UK Government has signed a number of international human rights laws against FGM, including the Convention on the Rights of the Child.”

“Girls are at particular risk of FGM during school summer holidays. This is the time when families may take their children abroad for the procedure.

Many girls may not be aware that they may be at risk of undergoing FGM. UK communities that are most at risk of FGM include Kenyans, Somalis, Sudanese, Sierra Leoneans, Egyptians, Nigerians and Eritreans. However women from non-African communities that are at risk of FGM include Yemeni, Kurdish, Indonesian and Pakistani women.”

We have a large number of Somali and Pakistani students and must be aware of the risk of FGM and be vigilant to prevent it taking place. We must:

1. Provide FGM training for Child Protection leads and disseminated training for all staff dealing with children;
2. Closely monitor attendance to ensure no extended absences
3. Make parents aware of the illegality of FGM
4. Fully inform our students about FGM

Indicators of FGM

- Prolonged absence from school with noticeable behaviour change –especially after a return from holiday;
- Spending long periods of time away from the class during the day;

A child who has undergone FGM should be seen as a child protection issue. Medical assessment and therapeutic services should be considered at the Strategy Meeting.

Indicators that a child is at risk of FGM:

- The family comes from a community that is known to practice FGM -especially if there are elderly women present;

- In conversation a child may talk about FGM;
- A child may express anxiety about a special ceremony;
- The child may talk or have anxieties about forthcoming holidays to their country of origin;

If you suspect a child has had FGM or may be taken away to get it done, speak to the Child Protection Officer immediately.

Record any disclosures made by students and hand over to the Child Protection Officer.

➤ FORCED MARRIAGE

Islam prohibits forced marriages. The prophet (saws) said: "The widow and the divorced woman shall not be married until her order is obtained, and the virgin girl shall not be married until her permission is obtained." (Bukhari, 67:42).

No one, male or female should be forced into a relationship they do not want. Recent statistics show females especially from the sub-continent are the largest recorded group to be compelled into such marriages. (see: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412667/FMU_Stats_2014.pdf)

What is Forced Marriage?

There is a clear distinction between a ‘forced’ marriage and an ‘arranged’ marriage. In arranging marriages, the families of both spouses take a leading role in arranging the marriage, but the choice whether or not to accept the marriage remains with the prospective spouses.

A ‘forced’ marriage is a marriage in which one or both spouses do not and/or cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Duress can not be justified on religious or cultural grounds.

Motives Prompting Forced Marriage

Parents who force their children into marriage may often justify their behaviour as protecting the child, building stronger families and preserving cultural or religious traditions. They often do not see anything wrong with their actions, however, forced marriage cannot be justified on religious grounds.

Some parents may also come under significant pressure from their extended family or community to ensure their children marry; some agreements of marriage may have been made when a child is only an infant.

Some key motives which have been identified are:

- Controlling unwanted behaviour and sexuality (including perceived promiscuity, or being lesbian, gay, bisexual, transgender or **gender questioning**) – particularly the behaviour and sexuality of women

- Controlling unwanted behaviour, for example, alcohol and drug use, wearing make-up or behaving in what is perceived to be a ‘westernised manner’
- Preventing ‘unsuitable’ relationships e.g. outside the ethnic, cultural, religious or caste group
- Protecting family honour or ‘izzat’
- Responding to peer group or financial pressure
- Attempting to strengthen family links
- Achieving financial gain
- Ensuring land, property and wealth remain within the family
- Protecting perceived cultural ideals
- Protecting perceived religious ideals which are misguided
- Ensuring care for a child or adult with special needs when parents or existing carers are unable to fulfill that role
- Assisting claims for UK residence and citizenship
- Long standing family commitments

(Source – FCO, Multi Agency Practice Guidelines: Handling Cases of Forced Marriage)

Forced marriage is a crime. It form of child/ adult/ domestic abuse and has to be treated as such; ignoring the needs of victims should never be an option. Forced marriage cases should always be addressed using all of our existing structures, policies and procedures designed to safeguard children.

Legislation on Forced Marriage

[The Anti-social Behaviour, Crime and Policing Act 2014](#) makes it a criminal offence to force someone to marry This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they’re pressured to or not)
- Breaching a Forced Marriage Protection Order is also a criminal offence
- The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted
- Details of the new law can be found on the [Legislation website](#)

Forcing someone to marry can result in a sentence of up to 7 years in prison

Disobeying a Forced Marriage Protection Order can result in a sentence of up to 5 years in prison

If you have a concern about a child, it is your duty to log that concern and inform the DCP.

The DCP will ensure

- Awareness of forced marriage amongst school staff
- Make referrals including, where appropriate, with police, social care services, health and the Forced Marriage Unit.

- Staff understand the importance of sharing information with other agencies at the earliest opportunity.

Local Resources

Service	What it offers?	Contact Details
Hillingdon Participation Team	Support & advice for schools regarding attendance issues.	participation@hillingdon.gov.uk 01895 250 858
SEND Advisory Service	Please see attached Newsletter (sent to SENCOs) Support to parents of children and young people with SEND and the professionals working with them via an advice line. Includes help with resources/activities, signposting or just general advice.	saskeywork@hillingdon.gov.uk – providing support & guidance for families with SEND aged 0-25 Sasinclusion@hillingdon.gov.uk – providing support & guidance to schools, settings, PVI's for children and young people aged 2 and above sasensory@hillingdon.gov.uk – support for Children and young people with sensory impairment needs
SENDIASS	Free, confidential and impartial support service for parents and carers, children and young people up to 25 years where the child or young person has or may have special educational needs.	sendiass@hillingdon.gov.uk SENDIASS – website 01895 277001
HACS – Hillingdon Autistic Care & Support Charity CASS – Centre for Autism Care & Support	Family support, training, parents & siblings support groups, leisure activities, youth groups, development programmes etc for young people with autism and their families.	Hillingdon Autistic Care & Support) - Home HACS Charity - West Drayton enquiries@hacs.org.uk 020 8606 6780 CASS Centre for Autism care and support - Home - Centre for ADHD and Autism Support (Eastcote) enquiries@adhdandautism.org 020 8429 1552
Targeted Programmes	Group and individual sessions for young people (from age 8+) including emotional health & well-being, Boys & young Men's programmes, Girls & Young Women's programme, LGBTQI+ youth support groups. (Please see attached list of current programmes)	For more information Email: targetedprogrammes@hillingdon.gov.uk 01895 277 222 To make a referral visit rebrand.ly/targetedprogrammes

Brilliant Parents	A range of free Triple P parenting programmes and parents discussion groups for Hillingdon parents	Brilliant Parents - Local Authorities - Hillingdon Brilliant Parents
Young Carers Trust Hillingdon	Young carers are children and young people, aged 5 – 24 years, who provide regular and ongoing care to a family member who has a long-term illness, disability, mental health issue or misuses substances. The family member may be a parent, sibling or grandparent living with them. Young Carers provides emotional support, school liaison, information and advice and regular social activities.	Young Carers Services - Carers Trust Hillingdon 01895 811206.
SORTED	Confidential service for 11 to 25-year-olds in Hillingdon who are experiencing a drug or alcohol-related problem. They offer a range of support and treatment options, such as one-to-one counselling, relapse prevention, general health care, and family support.	Telephone: 01895 250721
ARCH	Support for adults and young people around substance and alcohol misuse problems. They also offer support for family members of alcohol/ drug users.	Arch Addiction Recovery Community Hillingdon (archhillington.org)
Community Hub – Food Vouchers	Food Vouchers. Parents must call the food helpline directly themselves. No referrals from partner agencies. Parents must be receiving benefits.	Contact the Community Hub on 020 3949 5786 Or food helpline 0800 2082138
P3 Charity - Hillingdon Drop In Centre for young people	The Navigator provides a safe space where young people can get support with: <ul style="list-style-type: none"> • mental/physical wellbeing • Accessing specialist services • Dealing with debt/financial issues • Accessing education and employment • Drug/alcohol misuse • Relationships with family, friends or partners <p>Also run a variety of activities and peer support groups – contact us to find out more.</p>	To make an appointment contact navplus@p3charity.org or call on (freephone) 01895 436114.

Homestart	<p>Self-refer or professional can refers. Criteria - if family have one child under 5 and are going through a difficult time. Homestart has carefully selected and trained volunteers, who can visit families regularly for 2-3 hours a week in their own home. volunteers offer emotional and practical support which can include:</p> <ul style="list-style-type: none"> • being a listening ear or someone to talk to • helping and playing with your children • reassurance • help to find out about and access other local amenities and services • encouragement and motivation • practical help 	<p><u>Referrals Home-Start Hillingdon (homestart-hillingdon.org.uk)</u> Professional phone line - 01895 252 804</p>
Hillingdon Children's Centres	<p>Parent(s) with a child under 5. Virtual classes and pre-booked appointments</p> <ul style="list-style-type: none"> • parenting • toilet training • support for parents of children with additional needs • wellbeing • accessing food banks • support for those feeling anxious, stressed, or worried • targeted family support 	<p>Hillingdon Childrens Centres - <u>Children's centres - Hillingdon Council</u></p>
Domestic Abuse support for Victims – Stella Anaxagorou (Domestic Abuse Lead for Education)	<p>Stella can provide advice, guidance and some direct work with victims of domestic abuse including signposting to relevant support agencies.</p>	<p><u>sanaxagorou@hillingsdon.gov.uk</u> 07547951687</p>
Being Me – Domestic Abuse Project	<p>6 week group intervention programme for young people in school years 4-6 who have experienced or been witness to domestic abuse in the home. This programme is intended as an early intervention for primary school aged young people and is designed to be both therapeutic and interactive.</p>	<p>If you have a referral you feel may be suitable please contact Monica Gaga to discuss Telephone: 07572143777 Email: <u>mgaga@hillingsdon.gov.uk</u></p>
Axis	<p>Offer direct work with young people at risk, at risk of offending and/or</p>	<p>Contact <u>axis@hillingsdon.gov.uk</u> Phil Skidmore, Project lead to discuss further</p>

	vulnerable to exploitation where statutory services are not involved.	
Fiona Gibbs – Hillingdon Prevent Lead, Stronger Communities Manager	Offer advice to schools regarding any Prevent referrals/concerns	Mobile: 07946714637 e-mail fgibbs@hillingdon.gov.uk
Rehman Anwar – Stronger Communities Worker	Offers group work/awareness raising sessions for young people in schools relating to hate crime	Mobile: 07544 163646 E-mail: ranwer@hillingdon.gov.uk