

# Bullers Wood Multi-Academy Trust



## Child Protection/Safeguarding Policy 2020 for Bullers Wood Multi-Academy Trust

<b>Policy created by:</b> Director of Safeguarding	<b>Date of Adoption:</b> September 2020	<b>Date to be reviewed:</b> September 2021	<b>To be reviewed by</b> Trustees
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# Child Protection / Safeguarding Policy

**School:** Bullers Wood School for Girls

**Designated Child Protection/Safeguarding Officer (DSL):**

<b>Deborah Carter</b>
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**Deputy Child Protection/Safeguarding Officer:**

<b>1<sup>st</sup> Marie Hemmings</b>
<b>2<sup>nd</sup> Kim Anderson</b>

**Designated Governor for Child Protection/Safeguarding:**

<b>Carrie Goodwin</b>
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**Designated Governor for Looked After Children:**

<b>Carrie Goodwin</b>
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**School:** Bullers Wood School for Boys

**Designated Child Protection/Safeguarding Officer (DSL):**

<b>Ben Walker</b>
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**Deputy Child Protection/Safeguarding Officer:**

<b>1<sup>st</sup> Teresa Basilico</b>
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**Designated Governor for Child Protection/Safeguarding:**

<b>Jayne Burman</b>
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**Designated Governor for Looked After Children:**

<b>Jayne Burman</b>
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## 1. Introduction

Buller's Wood MAT is committed to safeguarding children and young people, and we expect everyone who works in our school to share this commitment.

Adults in our schools take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child/young person.

The DfE has clear guidelines on what schools, governing bodies should do if they suspect that a child/young person has been abused or assaulted. It is not, however, the responsibility of teachers

and other staff in schools to investigate suspected abuse. They should not take action beyond that agreed to the procedures established by their LBSB

## 2. Aims

To support the child and young person's development in ways that will foster security, confidence, and independence, ensuring that the following outcomes are achieved as defined in the Children's Act (2004):

Protecting children from maltreatment:

- To raise awareness of all staff, including volunteers, of the need to safeguard children/young people and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children/young people known or thought to be at risk of harm.
- To have procedures and protocols which will be followed by all staff in cases of suspected abuse and the need for care.
- To develop and promote working relationships with other agencies.
- To ensure all adults (including Governors and Volunteers) who have access to children have been checked as to their suitability and have enhanced DBS checks. The school will implement recruitment procedures as recommended in 'Keeping Children Safe in Education (2020)'.
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## 3. Procedures

Our procedures will be in line with Bromley and London Child Protection Procedures 2020. We will ensure that:

- We have Designated Members of Staff/Officer who will, in line with recommendations in Keeping Children Safe in Education (2020) undertake training and refresher training at two-yearly intervals. All other staff will undertake training regularly.
- All members of staff develop their understanding of the signs and indicators of abuse or need. **(ANNEXE A).**
- All members of staff know how to respond to a student who discloses abuse. **(ANNEXE B).**
- All members of staff are aware that Safeguarding incidents could happen anywhere and they are alert to possible concerns being raised
- All members of staff may raise concerns directly with Children's Social Care services.

- All staff will be kept updated on safeguarding issues and will be able to identify concerns and understand procedures to protect and safeguard children and young people.

*Issues include Children Missing from Care and Home, Children Missing from Education, Child/young person Sexual Exploitation, Domestic Violence, Young Carers, Young Runaways, Forced Marriage, Female Genital Mutilation, Gender-based Violence against Women and Girls, Poor Parenting, Fabricated/induced illness, Preventing Radicalisation, Vulnerability of LAC children, peer on peer sexual violence and e-safety, Peer on Peer abuse, violent crime, Upskirting and Mental Health.*

- All members of staff are aware of any immediate/urgent action required to assist the child/young person, e.g. emergency medical treatment.
- All parents/carers will be made aware of the School's Child Protection/Safeguarding Procedures.
- All staff are responsible for reporting concerns regarding a colleague's behaviour. See Procedures for Raising Concerns (Whistle-blowing). Staff reporting concerns should contact the Designated Safeguarding Lead DSL (not the Headteacher) if the concern is for the DSL staff should contact the Headteacher. If staff have concerns for the Headteacher, they must contact the Chair of Governors
- The school's procedures will be regularly reviewed and updated. (Last updated September 2020)
- All staff will have seen a copy of this policy and new staff will be given a copy as part of their induction programme.
- Governors will receive regular reports about numbers of child protection referrals, allegations against school staff and other children/young person protection/safeguarding matters.

#### 4. Responsibilities

##### **The role of the Designated Child Protection/Safeguarding Officer (DSL):**

This role is key to ensuring that proper procedures and policies are in place and are followed about child protection issues and that there is a dedicated resource available for other staff, volunteers, and governors to draw upon.

The designated senior person is a senior member of the school's leadership team who is appointed to take lead responsibility for dealing with child protection issues, providing advice and support for staff, liaising with the local authority (LA), and working with other agencies.

The Designated Officer is responsible for:

- Adhering to the London Child Protection Procedures - 6th edition (2020), Bromley Safeguarding Children's Board and School/College policies about referring a child/young person if there are concerns about possible abuse. See **ANNEXE B**
- Ensuring all records are kept confidentially and securely and are separate from student records

- Ensuring that the following procedures are carried out for any student subject to a Child Protection Plan.
  - o On day one of any absence from school, a trained member of staff will telephone the home.
  - o If there is no reply from home, and there are concerns for the child/young person's wellbeing Social Care, and the School's Education Welfare provision should be contacted. See London Safeguarding Children Board Good Practice guidance for "Safeguarding Children Missing from School" procedures 3.23, 3.24, 3.25 and 3.26
- Encouraging a culture of listening to children and young people
- Being alert to the specific needs of children in need (defined as children unlikely to receive a reasonable standard of health and development without local authority services, children whose health and development is likely to be significantly impaired without the provision of such services, or disabled children), those with special educational needs and young carers
- Deciding whether to make a referral by liaising with relevant external agencies.
- Liaising with Headteacher to inform him or her of any issues and ongoing investigations and ensure there is always cover for the DSL role.
- Providing information and reports to the schools' Governing bodies.
- Referring cases of suspected abuse or allegations to the relevant investigating agencies.
- Acting as a source of support, advice, and expertise within both educational establishments
- Recognising signs of abuse and when it is appropriate to make a referral. Having a working knowledge of how Local Safeguarding Children Boards (LSCBs) operate and the conduct of a child protection case conference, and be able to attend and contribute to these effectively when required to do so. Multi-agency working the expectation is for all agencies, including the school be aware of and follow these new local arrangements - this includes your senior leadership team, DSL and MAT board. The safeguarding partners are Local authority (LA), Clinical commissioning group within the LA, Chief office of police within the LA. The Mat DSL is a member of Bromley's Children's Safeguarding Partnership implementing changes timely and updating all staff on current concerns.
- Ensure they are aware of what the (LA) procedures are and liaise with relevant contacts, such as the Local Authority Designated Officer (LADO) and children's services.
- Ensuring each member of staff has access to and understands the Child Protection Policy, especially new or part-time staff who may work within different educational establishments.
- Ensuring all staff have induction training, covering child protection and can recognise and report any concerns immediately they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one school, such as carers, personal advisors, trainee teachers and supply teachers.)
- Ability to keep detailed, accurate and secure written records of referrals or concerns.
- Obtaining access to resources and attend any relevant or refresher training courses at least every two years.
- Ensuring the Child Protection Policy is updated and reviewed annually.
- Ensuring parents see copies of the Child Protection Policy, which alerts them to the fact that referrals may be made and the role of the establishment in this, to avoid conflict later.
- Where children/young people leave schools, ensuring that their child protection file is copied to the new establishment as soon as possible but transferred separately

from the main student file. If a child/young person leaves and the new school is not known, DFE should be alerted so that these children/young people can be included in the database for lost students

KCSIE 2020 has expanded the remit of the DSL role.

Annexe B states that DSLs should: "help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know whom these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children."

The Governors are responsible for:

- Promoting the welfare of children and protecting them from harm
- Ensuring compliance with child protection statutory requirements i.e.
  - Has a Child Protection Policy in place
  - Operates a Safer Recruitment & Selection Procedure
  - Has a procedure for dealing with allegations of abuse against staff
  - Has a senior member of the school's leadership team designated to take lead responsibility for dealing with child protection issues
- Providing appropriate training to all staff which is kept updated and provides additional training to the DSL
- Remedying, without delay, any deficiencies about child protection arrangements
- Nominating a member of the Governing Body (usually the Chair) to liaise with partner agencies in the event of allegations being made against the Headteacher
- Reviewing their policies and procedures on an annual basis
- Ensuring that parents/carers are made aware of the responsibilities of staff members about child protection procedures through the publication of the Safeguarding & Child Protection Policies

The Headteacher is responsible for all of the above plus:

- Ensuring that policies and procedures are fully implemented and followed by all staff
- Identifying areas for improvement as well as ensuring compliance
- Educating children and young people so that they are made aware of the types of behaviour they may experience which are unacceptable and be given guidance on how they can keep themselves safe
- Ensuring that the DSL and other staff have sufficient training, time, funding and resources to fulfil his/her responsibilities
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively promptly following agreed whistleblowing policies, where appropriate

The Link Governor is responsible for:

- Understanding the requirements of safeguarding guidance and legislation
- Supporting the work of the Designated Safeguarding Lead
- Reporting back to the LGB about how effective safeguarding is
- Checking that the school is compliant with statutory guidance
- Checking that there is consistency in safeguarding across the whole school
- Ensuring that there are effective systems in place to keep vulnerable children safe

All teaching and non-teaching staff are responsible for:

- Promoting the welfare of all children and young people protecting them from harm
- Familiarising themselves with the Child Protection Policy and the procedures contained within
- Acting on any suspicion, concern or disclosure that suggests a child is in need of support or is at risk of significant harm
- Reporting a suspicion, concern or disclosure via CPOMS

## 5. Supporting Children

- We recognise that a child/young person who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child/young person in these circumstances may feel helpless and humiliated. We recognise that a child/young person may feel self-blame.
- We recognise that the school may provide the only stability in the lives of children/young people who have been abused or who are at risk of harm.
- We accept that research shows that the behaviour of a child/young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- We know that disabled children and young people are more vulnerable to abuse than non-disabled children, and are especially liable to bullying and intimidation. (See "*Safeguarding disabled children 2009*")

Support will be given to all students by:

- Encouraging self-esteem and self-assertiveness while not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved with the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a student about whom there have been concerns who leaves the school, by ensuring that appropriate information is forwarded to the student's new school under confidential cover.
- Establishing and maintain an ethos where children and young people feel secure and are encouraged to talk and are always listened to.
- Ensuring all children and young people know that there is an adult in the school whom they can approach if they are worried or in difficulty.
- Ensuring that students are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.



## 6. Confidentiality

- We recognise that all matters relating to Child Protection are confidential, refer to Information Sharing (2018) – Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers
- The Head Teacher or the DSL will disclose any information about a student to other staff on a need to know basis only.
- All staff must be aware that they have a professional responsibility to disclose information with other agencies to safeguard children.
- All staff must be aware that they must not tell a child/young person that they can keep secrets.

## 7. Supporting Staff

- We recognise that staff working in the school who have become involved with a child/young person who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

### 7a. Allegations against staff (including volunteers and supply teachers)

- We understand that a student may make an allegation against a member of staff who has;
  - o behaved in a way that has harmed a child/young person, or may have harmed a child/young person;
  - o possibly committed a criminal offence against or related to a child/young person; or
  - o behaved towards a child/young person or children/young people in a way that indicates he or she would pose a risk of harm to children.
- If such an allegation is made, the member of staff receiving the allegation will
  - a) take the allegation seriously
  - b) ensure the child/young person is safe and supported and
  - c) inform the Lead Safeguarding Designated Officer (LADO) as soon as possible.

The member of staff should then accurately record what they have been informed of / observed.

- The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (Lead Officer for Education Safeguarding).
- If the concern does not meet the threshold for an external investigation, the LADO will pass the allegation back to the school to investigate in-house.
- If the allegation meets the threshold for an external investigation, the DSL will pass the information on to the Headteacher and Chair of Governors to investigate.



- If an allegation is made against the Headteacher or the DSL, then the Chair of Governors must be informed, and they will then discuss the allegation with the Local Authority Designated Officer (LADO).
- The school will follow the most recent London and Bromley's Safeguarding Children Boards protocols for managing allegations and consult section 4 of the policy Keeping Children Safe in Education (2020).
- Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action unless there is an objection by the children's social care services or the police.
- The individual should be advised to contact their trade union representative if they have one, or a colleague for support. They should also be informed to contact Bromley Wellbeing for counselling or medical advice.
- The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school (where that identification would identify the teacher as the subject of the allegation).
- The schools will deal with allegations against supply teachers properly and never decide to cease using a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome.

#### **7b. Allegations against another student**

- We understand that a student may make an allegation against another student.
- If such an allegation is made, the member of staff receiving the allegation will
  - a) Take the allegation seriously
  - b) Ensure the child/young person is safe and supported and
  - c) Inform the DSL as soon as possible. The member of staff should then accurately record what they have been informed/observed.
- The DSL, where appropriate, will discuss the content of the allegation with the Local Authority Designated Officer (Lead Officer for Education Safeguarding) and report the allegation to Children's Social Care services and the police.
- The school will follow the most recent London and Bromley's Safeguarding Children Boards protocols for managing allegations.

#### **8. Safer Recruitment (Please see the Safer Recruitment & Selection Policy)**

- The school will implement its responsibilities for safer recruitment strategies as recommended in the most up to date version of Keeping Children Safe in Education and Safer Recruitment Policies & procedures contained within

- This will include appropriate training for the Headteacher and others who recruit and select staff and volunteers. These staff will complete the CWDC (formally NCSL), Safer Recruitment training.
- As part of the Safer Recruitment process, all staff being offered positions within the school should have their offers made subject to enhanced DBS checks.
- These checks should be renewed every three years.

## 9. Making a Child Protection Referral:

**MASH team Telephone 0208 461 7379/7026/7373/7014**

Civic Centre, Stockwell Close, Bromley, BR1 3UH

**Email:** [mash@bromley.gov.uk](mailto:mash@bromley.gov.uk)

Emergency Out-of-Hours Service on 020 8464 4848

- Seek advice from the Duty Social Worker if you are unsure whether to make a referral.
- All referrals should be sent in writing using the Multi-Agency Referral Form. The exception is in the case of an urgent child/young person protection, where the referral will be taken over the telephone and followed up in writing by the next working day (24-72 hours).
- With few exceptions, the parents should be informed if a referral is being made. If you are unsure, consult a Duty Social Worker before sending the referral.

## 10. Common Assessment Framework (CAF)

The CAF is designed as an assessment tool to facilitate early intervention and cooperation between agencies to improve outcomes for children/young people with additional needs, the Head of Year for the student will complete the CAF.

A CAF might be used when:

- Staff are concerned about how the child/young person is progressing regarding their health, welfare, behaviour, learning or any other aspect of their wellbeing.
- A request is received from the child/young person or parent/carer for more support.
- We are concerned about the child/young person/young person's appearance or behaviour, but their needs are unclear or are broader than we can address.
- We want to use the CAF to help identify the needs of the child/young person and to pool knowledge and expertise with other agencies to support the child/young person better.

Please refer to the Bromley Safeguarding Thresholds Guidance or that of any other borough in which the child/young person resides (e.g. Lewisham).

## 11. Child Protection Case Conferences

- If invited to a Child Protection Case Conference, the DSL will be given priority to attend.
- A report should be completed for the Case Conference using the Bromley Multiagency Child Protection Conference Report ANNEXE C, or that of any other borough in which the child/young person resides.
- The report should be provided to and discussed with parents and children when appropriate, in advance of the conference. It is important that families do not hear new information at the conference and it is the responsibility of the school who has the relevant information to make this available to the conference in the form of a written, legible and signed report.
- Once the report has been discussed with the parents, it should be provided to the Quality Assurance Unit for the Conference Chair at least 48 hours before an initial conference and five working days in advance of a review conference.
- Please also refer to the school's policies on Bullying, e-safety, Behaviour, Attendance, Health and Safety, First Aid, Procedures for Raising Concern (Whistle-blowing), Staff Code of Conduct and Preventing Radicalisation.

## **Definitions of Child/young person Abuse and Neglect**

Whenever a concern is raised that a child/young person may be being harmed in one or more of the following ways:

### **Physical abuse**

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

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child/young person, such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child/young person participating in the normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying causing children/young people 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/young person, though it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, including prostitution, whether or not the child/young person is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving the child/young person is looking at or in the production of pornographic material or watching sexual activities or encouraging child/young person to behave in sexually inappropriate ways.

### **Neglect**

Neglect is the persistent failure to meet a child/young person's basic physical and psychological needs, likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child/young person 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/young person from physical and emotional harm, or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment.
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It may also include neglect of or unresponsiveness to a child/young person's basic emotional needs.

### **Mental health**

The KCSIE 2020 makes a clear link between mental health and safeguarding, and stresses the role that schools play in detecting possible problems and supporting good mental wellbeing.

The definition of safeguarding and promoting the welfare of children (para 4) has been updated to include preventing impairment of children's mental (as well as physical) health and development, and all staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation (paras 34 – 38).

Only professionals should diagnose mental health problems, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns which are *also* safeguarding concerns with the Designated Safeguarding Lead (DSL) or deputy, and follow this policy.

Staff must be aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education.

Mental Health and Behaviour in Schools 2018 guidance sets out the best practice and Public Health England's guidance on promoting children and young people's emotional health and wellbeing (para 38).

We support our students' mental health, and governing bodies and proprietors ensure there are clear systems and processes in place for identifying possible problems, including routes to escalate concerns and clear referral and accountability systems.

### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE occur where a power imbalance is used to coerce, manipulate or deceive a child into sexual or criminal activity. Child sexual exploitation (CSE) involves exploitative situations, contexts, and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

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

There are three main types of child/young person sexual exploitation:

Inappropriate relationships:

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

Boyfriend/Girlfriend:

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

Organised exploitation and trafficking:

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

### Peer on Peer Abuse

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- sexual violence, such as rape, assault by penetration and sexual assault:

Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

- **Upskirting**, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Voyeurism (offences) Act of 2019.

- Sexting (also known as youth produced sexual imagery); and • initiation/hazing type violence and rituals.

### Sexting

In the latest advice for schools and colleges (UKCCIS, 2019), sexting is defined as the production and sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and sexual acts. It is also referred to as 'youth-produced sexual imagery'.

'Sexting' does not include the sharing of sexual photos and videos of under-18-year-olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

- **Never** view, download or share the imagery yourself, or ask a child/young person to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a child/young person has shown it to you before you could ask them not to), report this to the DSL.
- **Do not** delete the imagery or ask the young person to delete it.

- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to other members of staff, the young person(s) it involves or there, or other, parents and carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

#### **For further information:**

Download the full guidance *Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People* (UKCCIS, 2018) at [www.gov.uk/government/groups/uk-council-for-child-internet-safetyukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safetyukccis). or *Teaching online safety in school* (2019) DfE current guidance.

#### **FGM**

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

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

Risk factors for FGM include:

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

#### **Symptoms of FGM**

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

Indications that FGM may have already taken place may include:

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

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



course of their professional duties, they either: are informed by a girl under 18 that an act of FGM has been carried out on her; or observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18, and they have no reason to believe that the act was necessary for the girl's physical or mental health or purposes connected with labour or birth (see section 2.1a for further information).

For the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

**Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.**

**The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred.** The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at-risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. For more information, please see Working Together to Safeguard Children (in England) or Working Together to Safeguard People (in Wales) 2019 as appropriate, and the multi-agency statutory guidance on FGM.

**Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to the police, including dialling 999 if appropriate.**

## **Preventing Radicalisation Roles and Responsibilities**

### **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.

### **Role of the Headteacher**

It is the role of the Headteacher to:

- Ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis
- Ensure that the school's curriculum addresses the issues involved in radicalisation □  
Ensure that staff conduct is consistent with preventing radicalisation

### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- Ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- Receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- Make referrals to appropriate agencies with regard to concerns about radicalisation
- Liaise with partners, including the local authority and the police
- Report to the governing body on these matters

### **Role of staff**

It is the role of staff to understand the issues of radicalisation, to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

## **Curriculum**

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage our students to be inquisitive learners who are open to new experiences and are tolerant of others.

Heads of Year and faculty teams are responsible for identifying and developing opportunities for spiritual, moral, social and cultural opportunities (skills, knowledge, and experiences) within the tutorial programmes. Heads of Departments and subject teams are responsible for identifying and developing opportunities for spiritual, moral, social and cultural opportunities (skills, knowledge, and experience) within their subject areas, incorporating these into schemes of work; these are monitored as rigorously as all aspects are during lesson observations. These values support the development of the whole student as a reflective learner within a calm, caring, happy and purposeful atmosphere.

Teaching the schools' core values alongside fundamental British Values supports quality teaching and learning while making a positive contribution to the development of a fair, just and civil society. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of students; reasonable and practical steps are taken to offer a balanced presentation of opposing views to students.

We also have a duty under the Counter-Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

## **Internet Safety**

The internet provides children and young people with access to a wide range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our schools blocks inappropriate content, including extremist content.

We also filter out social media, such as Facebook. Searches and web addresses are monitored, and the IT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found. Where staff, students or visitors find the unblocked extremist content, they must report it to a senior member of staff. Students and staff know how to report Internet content that is inappropriate or of concern.

## **Staff Training**

Staff are given the training to help them understand the issues of radicalisation, to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in safeguarding briefings.

## **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous (*see Safer Recruitment and Selection Policy for guidance*), and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2020)*. Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

## **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism procedures, and relevant vetting checks are undertaken. We undertake due diligence to ensure

that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present. Staff must not invite speakers into school without first obtaining permission firstly from a member of the Leadership Team.

### **'No platform for extremists'**

The school is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The school does not accept bookings from individuals or organisations that are extremist in their views.

### **Signs of vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include: □

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside the school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### **Referral Process**

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Anti Bullying Policy for pupils, or the Staff Code of Conduct.

We will share information with the First Response Team and the Bromley Police Prevent team when appropriate. We will also work with the Channel Panel in relevant circumstances.

Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned. When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headteacher will make a referral to the appropriate body.

#### Responding to reports of **Serious Violent Crime, sexual violence and sexual harassment**

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions made quickly and can be under pressure. The response needs to be considered appropriate for the disclosure, (see handling a disclosure

#### **The immediate response to responding to the report**

The school's takes all reports of abuse seriously, and they will be supportive and keep the victim safe. A victim should never be given the impression that they to blame in any way.

The member of staff recording the facts must do so as the child presents them. The notes should not reflect the personal opinion of the note taker. The reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;

Where the report includes an online element, staff should take advice. The UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.

If possible, managing reports with two members of staff present (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

All cases of sexual violence and harassment will be reported immediately to the police and social care. The recently published "[National Police Chief's Council \(NPPC\) – When to call the police](#)" clarifies when to consider calling the police and what to expect when a report is made (para 70).

#### **Relationships Education, Relationship & Sex Education (RSE) and Health Education**

RSE (for all secondary pupils) and Health Education will be compulsory from summer term in 2021. The schools are prepared to begin teaching from September 2020 as planned in a phased approach. The school's policy Relationships and Sex Education 2020 covers the details of delivering statutory guidance and best practice.

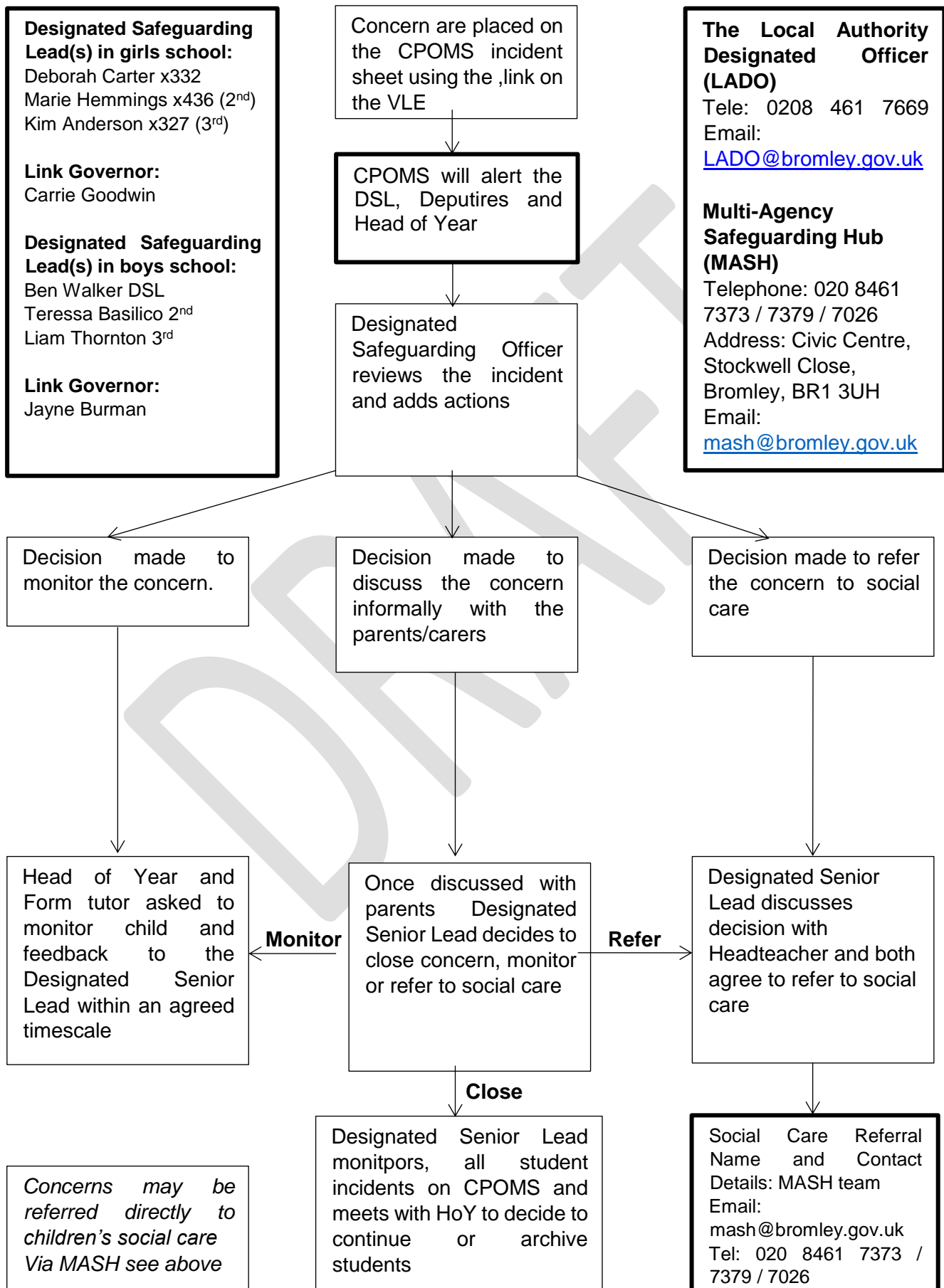
What to do when a child/young person discloses abuse:

- Stay calm and reassuring
- Contact the DSL or Deputy DSL and the student's Head of Year
- The DSL, Deputy or HoY will arrange a time and place to talk privately immediately after the child/young person has initiated contact
- Explain that you cannot promise to keep what the child/young person tells you a secret - you may have to contact a social worker or the police
- Don't make any other promises to the child/young person - the situation may cause you to react emotionally
- Listen and reassure
- Do not press for details - this is likely to need further and possibly extensive investigation. It is better for the child/young person if s/he does not have to repeat the details unnecessarily. This could also compromise a potential criminal investigation.
- Tell the child/young person that s/he was right to tell - that s/he is not to blame for the incident. Let the child/young person know that you understand how difficult it is to talk about such experiences. Thank the child/young person.
- As soon as possible afterwards, record your conversation with the child/young person. Remember, the child/young person's exact words. Record your statements to the child/young person
- Record on the CPOMs system. This will alert the DSL1, DSL 2, DSL3 and HoY. See below for further guidance on how to report a concern using this system.

Note: A wide range of situations can fall into the category of "disclosure." Because it is impossible to know in advance what a child/young person will say, it is advisable to always follow these suggestions.

Many victims of child abuse say that having the first person they told be supportive was the first step in recovering from their experience.

# Flow Chart for Raising Safeguarding Concerns



# Child Protection On-line System (CPOMS)

## Restricted System Access – Non key users

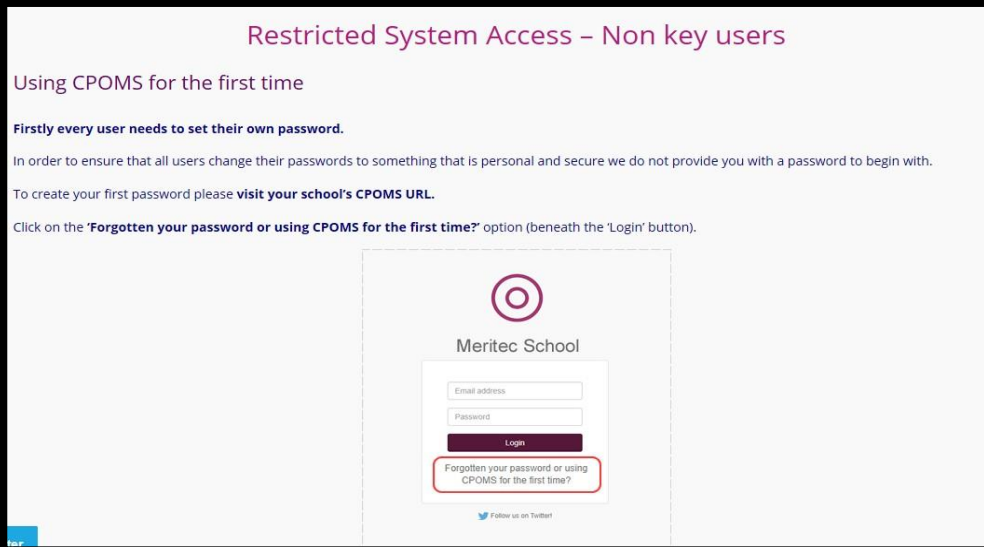
Using CPOMS for the first time

**Firstly every user needs to set their own password.**

In order to ensure that all users change their passwords to something that is personal and secure we do not provide you with a password to begin with.

To create your first password please **visit your school's CPOMS URL**.

Click on the **'Forgotten your password or using CPOMS for the first time?'** option (beneath the 'Login' button).



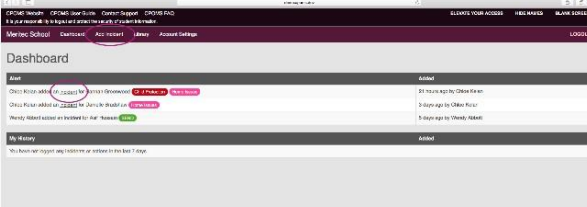
Next, input the email address which was supplied to us and click **'Reset Password'**. This will then send you a unique hyperlink to your email address which will enable you to create your first CPOMS password.

Once you have created your first password, go back to your CPOMS log in page and enter your email address, password and click the 'Login' button.

## Restricted Access Dashboard


Once you are logged in to CPOMS without a key, you will be notified that: 'You are not signed in using a MeriLock key. Your access to CPOMS is restricted.'

Underneath this message will be the Alerts section. Here you will be able to see if you have been alerted to anything within CPOMS.

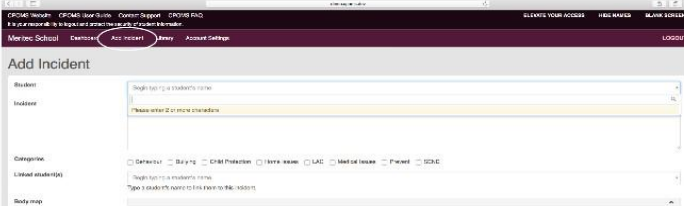


## Adding an Incident

To add an incident to the system click on the **'Add Incident'** link at the top of the screen.



This will take you to the incident page where you can proceed to fill in all the required information.





## Instructions for adding an incident

- Firstly, select the child to whom you want to add the incident, begin typing the name in the student box at the top of the page. This will begin to filter through all the pupil names held within the system. Once you have selected a name, the box will turn grey. If you have selected the wrong name, click the red 'X' delete button to choose an alternative.
  - Fill in the incident text box with all of the details about the incident which you are adding. This is a free text box so you can add as much or as little as needed. Be careful to be accurate and specific.
  - After you have filled in all of the details of the incident, you need to select at least one category to assign it to (if there is an overlap you can select more than one).
  - You can then choose to link in other students if more than one is involved in a particular incident. This will copy the incident to all pupils selected. You can also click to monitor the linked student under the same category, if necessary, and also share any documents attached to the incident.
  - The 'Body map' feature allows you to apply numbered markers to a body map image to support your incident text.
  - Following this, you can select a time and date. These will both default to the current time and date you are adding the incident, however, if you wish to change it to when the incident occurred you can do so here.
  - Next, you can choose which members of staff you wish to alert. Begin typing a name and CPOMS will filter through all CPOMS registered staff members.
- ☐ Once all the above has been done, you must select the 'Add Incident' button to submit. This will then send out email alerts to all of the selected staff members telling them that they need to log in to CPOMS to look at a newly added incident.

## CHILD/YOUNG PERSON'S SOCIAL CARE REFERRAL FORM

This form is to be used by all agencies when referring a child/young person to the London Borough of Bromley Children's Social Care.

For guidance about the threshold criteria for referrals to Children's Social Care, please see the Bromley Safeguarding Children's Board (BSCB) *Partnership model for providing services to support children and families in Bromley*.

If at any time you have reasonable concern that a child/young person or young person has suffered significant harm or may be at immediate or acute risk of suffering significant harm, telephone Children's Social Care immediately and then complete this form to confirm your referral within 24 hours of your call.

If a professional is unclear about whether to make a referral they should first consult with their designated Child Protection lead within their agency. Following this, advice can be sought from the Children's Social Care Referral and Assessment Team.

If a Common Assessment Framework (CAF) has been fully completed within the last three months for the child or young person, you can attach the completed CAF and complete Sections A to C of this form only. It is your responsibility to ensure that all of the basic information required is included as part of your referral. If you are relying on information from a completed CAF, please ensure this is up to date. Failure to do so will cause a delay in addressing the child/young person's needs.

The referral form should be completed with as much relevant information as possible. If referring more than one child/young person in the same household, a separate referral form is not needed for each child/young person, but the referral must state which child/young person is being referred for a service.

Consent should always be sought for a child/young person in need referral and for relevant information to be shared.

In most child protection cases, parents should be informed that a referral is being made and what the concerns are about the child/young person. However, there are exceptions where this is not appropriate, namely if to inform the parent / carer would:

- Place the child/young person at increased risk of significant harm
- Place a member of staff at risk by the response it may prompt
- Lead to the risk of loss of evidence e.g. someone destroying evidence of a crime, or influencing a child/young person about a disclosure issue

### Bromley Children's Social Care Contact Details

Referral & Assessment Team	Phone: 020 8461 7373 / 7379 / 7026 / 7404
London Borough of Bromley	Admin: 0208 461 7309 / 7014 / 7428
Civic Centre, St Blaise	Email: <a href="mailto:Mash@bromley.gov.uk">Mash@bromley.gov.uk</a>
Stockwell Close	
Bromley BR1 3UH	Fax: 0208 313 4400

**Section A – Basic referral details (to be completed in all cases)**

<b>Date of Referral</b>			
<b>This is a:</b>	<input type="checkbox"/>	New Referral	
	<input type="checkbox"/>	Repeat Referral	
<b>Child's Name</b>			
<b>Do you consider the young person to be at risk of significant harm?</b>	<input type="checkbox"/>	Yes No	<input type="checkbox"/>
<b>If a child or young person is at immediate risk of significant harm, an immediate telephone referral to the Referral &amp; Assessment Team should be made. Do not delay whilst parental permission is sought</b>			
<b>Has the child/ young person and their parent/ carer been advised that the case has been referred to Children's Social Care?</b>	<input type="checkbox"/>	Yes No	<input type="checkbox"/>
<b>If no, please state why:</b>			
<b>Are you aware of any of the following difficulties being experienced by the family?</b>			
Domestic Abuse	<input type="checkbox"/>	Parental Substance Misuse	<input type="checkbox"/>
Parental Mental Illness	<input type="checkbox"/>	Child Sexual Exploitation	<input type="checkbox"/>

**Section B – Referrer details (to be completed in all cases)**

<b>Name of Referrer</b>	
<b>Designation/ Title</b>	
<b>Department &amp; Agency</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Telephone</b>	
<b>Fax</b>	
<b>Email address</b>	

**Section C – Summary of reason for referral (to be completed in all cases)**

Please state clearly the reason why you have made this referral. If you have indicated that any child/young person (or children) may be at risk of **significant harm** you need to tell us how you have come to your view and detail any significant incidents or events.

How do you consider Children's Social Care will be able to meet the needs of the child/young person (or children) you are referring? Please indicate if any children have special needs.

**If you are working with a child/young person or young person for whom a Common Assessment Framework (CAF) HAS BEEN FULLY COMPLETED WITHIN THE LAST 3 MONTHS, YOU DO NOT NEED TO COMPLETE FURTHER SECTIONS. Instead, attach the completed CAF and any recent Delivery Plan and Review documents. It is your responsibility to ensure that all of the relevant information required is included as part of your referral, either on this form or in the completed CAF. Failure to do so will cause delay in addressing the child/young person's needs.**

Have you attached a completed CAF to this form?

☐

Yes

☐

No

Are there any other children in the family who need to be referred?		<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Please list any other children in the family who need to be referred in Section F below				
If you have not attached a completed CAF for the child/young person or young person, please complete sections D – I.				
<b>Section D – Child/young person or Young Person's details</b>				
If you are referring more than one child/young person in a family, please complete this section for the child/young person/ young person you have the primary concern about. List the other children in Section F.				
Family Name				
First Name				
Date of Birth or expected delivery date	(DD/MM/YY)			
Gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Unborn	
Address				
Postcode				
Telephone				
What is the child/young person/ young person's first language				
Is an interpreter/ signer needed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Is the child/young person/ young person disabled?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Is the child/young person/ young person privately fostered?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
What is the child/young person/ young person's ethnicity?				
White	Black or Black British	Asian or Asian British	Mixed/ Dual Background	Chinese or other
<input type="checkbox"/> White British	<input type="checkbox"/> Caribbean	<input type="checkbox"/> Indian	<input type="checkbox"/> White & Black Caribbean	<input type="checkbox"/> Chinese
<input type="checkbox"/> White Irish	<input type="checkbox"/> African	<input type="checkbox"/> Pakistani	<input type="checkbox"/> White & Black	

<input type="checkbox"/> Traveller of Irish heritage	<input type="checkbox"/> Any other Black background	<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> White & Asian	<input type="checkbox"/> Any other ethnic group
Gypsy/ Roma		Any other Asian background	Any other Mixed background	
<input type="checkbox"/> Any other white background				

If other, please specify:

What is the child/young person/ young person's religion?

What is the child/young person/ young person's nationality?

#### Section E – Parent/ Carer details

Name	Date of Birth (DD/MM/YY)	Relationship to child/young person/ young person	Ethnicity (using ethnicities list on pg. 4)	First Language	Parental Responsibility
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No
					<input type="checkbox"/> Yes <input type="checkbox"/> No

Is an interpreter/ signer required?	Mother	<input type="checkbox"/> Yes	<input type="checkbox"/> No
	Father	<input type="checkbox"/> Yes	<input type="checkbox"/> No

	<div style="text-align: center;">—</div>
	<b>Other main carers</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Are any of the main carers disabled?</b>	<b>Mother</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Father</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
	<b>Other main carers</b> <input type="checkbox"/> Yes <input type="checkbox"/> No

### Section F – Household details

If you are referring more than one child/young person, please complete details of one of the children in detail in Section D. List the other children below.

**Please list below the names and details of all children and adults who are currently residing with the child/young person/ young person**

Family name	First name	Date of Birth (DD/MM/YY)	Ethnicity (using ethnicities list on pg. 4)	Relationship to child/young person/ young person	Tick if you are also referring this child/young person
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>



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### Section G – Services working with this family

Please list below the details of other professionals/ agencies currently or recently involved with the child/young person/ young person (Please include names and contact telephone numbers)

	Name	Address	Phone
GP			
Health Visitor			
Midwife			
School			
Early Years			
Another agency (please state)			
Lead Professional (if applicable)			

### Section H – Wider family network

Please list below the names and contact details of any other family members or significant adults in relation to this child/young person or young person

Name	
Relationship	
Address	
Postcode	
Contact number	
Any additional information	
Name	

<b>Relationship</b>	
<b>Address</b>	
<b>Postcode</b>	
<b>Contact number</b>	
<b>Any additional information</b>	

<b>Section I – Background Information</b>
<b>Please consider the BSCB Partnership Model, Continuum of Need and threshold guidance assist you to consider any identified areas of need or welfare concerns.</b>
<b>1. Relevant information about the development of unborn baby, child/young person or young person – Health, behaviour, family relationships, social presentation, learning, substance misuse etc.</b>
<b>2. Relevant information about parents and carers – safety and protection, emotional warmth, stimulation, domestic abuse, mental health, substance misuse etc.</b>

**3. Relevant information about family and environment – housing, neighbourhood, extended family, support networks, community resources, immigration status etc.**

**4. Any other comments**

**ACKNOWLEDGEMENT OF REFERRAL** This slip is to be completed by Children's Social Care staff and sent to the referrer as acknowledgement of receipt of the referral

Name of Referrer:

Referrer Agency:

Date referral received:

**Thank you for your referral in respect of:**

Name & D.O.B:

Address:

☐ Children's Social Care have decided that no further action is required from this service however the family have been offered advice and/or have been referred on to another provider

☐ Children's Social Care have decided to commence an Initial/Core Assessment

The Social Worker allocated to this family's case is: \_\_\_\_\_ and can be contacted on 020 8 \_\_\_\_\_

**Thank you for your cooperation**

DRAFT