



Policy Name:	Safeguarding children & young people policy – 1 of 3
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Current Date:	Jan 2022
Next Review Date:	Nov 2023
Other Related Policies	<ul style="list-style-type: none"> <li>• Safeguarding Adults at Risk</li> <li>• Self-Harm Protocol</li> <li>• Whistleblowing</li> <li>• Sexual Health &amp; Relationships (C&amp;A)</li> <li>• Domestic Abuse and Conflict Management</li> <li>• Safer Recruitment &amp; Selection</li> <li>• ICT Policy (C&amp;A)</li> <li>• Lone Working</li> <li>• Code of Conduct</li> <li>• Health &amp; Safety</li> </ul>

## Approval

This procedure has been approved by the undersigned, and it will be reviewed on an annual basis

Signed off by CEO	Signature: 	Date: Jan 2022
Approved by Board	Signature: 	Date: Jan 2022

## SAFEGUARDING POLICY AND PROCEDURE – 1 of 3

**This policy and procedure is now covered by 3 documents, due to the fact that the original single document would not load to CANW's Intranet, due to its size.**

**This document (1 of 3) contains the words.**

**The second document (2 of 3) contains the flowcharts and the forms.**

**The third document (3 of 3) is an Addendum – Safeguarding changes and Covid-19**

**It is strongly recommended that the two documents should be treated and read as one.**

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## 1. Who this policy applies to

This policy applies to all staff, including senior managers and the board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone working on behalf of Child Action Northwest (CANW). For the purpose of clarity the term staff will be used throughout this policy to describe this group.

**Staff should note that at all times reference should be made to the relevant guidance for each Local Children Safeguarding Board via the links in Section 26 in order to ensure compliance with local pathways, policy and procedure.**

## 2. Safeguarding policy statement

CANW believes that it is always unacceptable for a child or young person to experience abuse of any kind and recognises its responsibility to safeguard the welfare of all children and young people, by a commitment to practice which protects them.

### We recognise that:

- The welfare of the child/young person is paramount
- All children, regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity, have the right to equal protection from all types of harm or abuse
- Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.
- some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues
- All suspicion and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All employees, foster carers, co-carers, supported lodgings providers and volunteers who work with children are recruited with regard to their suitability and are provided with guidance and training in good practice and Safeguarding Procedures.
- Working in partnership with parents, statutory and voluntary agencies to ensure positive outcomes and protection for children and young people accessing our services.

## 3. The purpose of the policy:

- To safeguard and ensure protection for the children and young people who receive CANW's services, including the children of adult service users.
- To provide staff and volunteers with guidance on procedures they should adopt in the event that they suspect a child or young person may be experiencing, or be at risk of, harm.

### We will seek to safeguard children and young people by:

- valuing them, listening to and respecting them
- adopting child protection guidelines through procedures and a code of conduct for staff and volunteers
- recruiting staff and volunteers safely, ensuring all necessary checks are made
- sharing information about child protection and good practice with children, parents, staff and volunteers
- sharing information about concerns with agencies who need to know, and involving parents and children appropriately

- providing effective management for staff and volunteers through supervision, support and training.
- committing to reviewing our policy annually
- adopting robust quality assurance processes and procedures

## 4. Legal Framework

The principles that underpin the work of Child Action Northwest are based on the following research, national guidance and statutory requirements:

### Legislative Framework

- Children Act 1989
- Coronavirus Act 2020
- Children Act 2004
- National Service Framework, Children, Young People and Maternity Services 2005
- Keeping Children Safe in Education 2020
- UN Convention on the Rights of the Child 1989
- National Minimum Care Standards for Foster Care 2011
- Fostering Service Regulations 2011
- Human Rights Act 1998
- Common Assessment Framework 2006
- Safeguarding Vulnerable Groups Act 2006
- Protection of Freedoms Act 2012
- Children and Families Act 2014
- Education Act 2002
- Adoption and Children Act 2002
- Adoption and Children Act 2006
- Children and Young Person Act 2008
- Borders, Citizenship and Immigration Act 2009
- Apprenticeships, Skills Children and Learning Act 2009
- Education Act 2011

### Policy and Guidance

- Working Together to Safeguard Children 2019 (A guide to inter-agency working to safeguard and promote the welfare of Children)
- The protection of Children in England – Lord Laming Review 2009
- Hidden from Harm 2011 (Children's Views Report)
- Disclosure & Barring Service
- Keeping Children Safe in Education 2019
- NICE Guidance – Child abuse and neglect ([nice.org.uk/guidance/ng76](https://www.nice.org.uk/guidance/ng76))
- Counter-Terrorism and Security Act (2015)
- Equality Act 2010
- Prevent Duty
- Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018

## 5. Concept of Significant Harm

The Children Act 1989 introduced the concept of “significant harm” as a threshold that justifies statutory intervention in a child or young person’s life.

It places a duty on the Local Authority to make enquiries into the circumstances of a child or young person to decide whether they should take action to safeguard or promote the welfare of a child who is suffering or likely to suffer significant harm.

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of the ill-treatment may include the degree and extent of physical harm and/or the duration and frequency of abuse and neglect.

To understand and identify significant harm it is necessary to consider:

- The nature of harm, in terms of maltreatment or failure to provide adequate care.
- The impact on the child or young person’s health and development.
- The child or young person’s development within the context of their family or wider family network.
- Any Special Needs such as medical conditions, communication impairment or disability that may affect the child’s or young person’s development and care within the family.
- The capacity of the parents or carers to meet adequately the child or young person’s needs.
- The child or young person’s family and friend’s network.
- The resilient factors in both the child or young person, their relationships and their environment

For these reasons, each child or young person’s experience will be different and must be separately assessed.

**It is NOT the responsibility of those working for Child Action Northwest to decide that child abuse is happening; it IS their responsibility to act on any concerns they may have.**

## 6. Definitions

This is not an exhaustive list but includes the key indicators including new definitions introduced in **Working Together 2019**

A **notifiable incident** is one involving the care of a child in which either:

- a child has died (including cases of suspected suicide), and abuse or neglect is known or suspected;
- a child has been seriously harmed and abuse or neglect is known or suspected;
- a looked after child has died (including cases where abuse or neglect is not known or suspected); or
- a child in a regulated setting or service has died (including cases where abuse or neglect is not known or suspected).

Working Together 2015 states that any incident meeting the criteria for a Serious Case Review will have met the criteria for a notifiable incident. However, it stresses that not all notifiable incidents will proceed through to Serious Case Review.

**Seriously harmed** includes, but is not limited to, cases where the child has sustained, as a result of abuse or neglect, any or all of the following:

- a potentially life-threatening injury;
- serious and/or likely long-term impairment of physical or mental health or physical, intellectual, emotional, social or behavioural development.

The guidance in Working Together 2015 makes it clear that this definition is not exhaustive, and that serious harm can still have occurred if a child recovers from the incident. It states that LSCBs should ensure their considerations on whether serious harm has occurred are informed by available research evidence.

## 7. What constitutes abuse and neglect

Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused or neglected in a family or in an Institutional or Community setting. They may be abused by an adult or adults or another child or young person.

Child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, including, via the internet. In the case of female genital mutilation, children may be taken out of the country to be abused. They may be abused by an adult or adults, or another child or children. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

Children with disability may be at increased risk of abuse through various factors such as stereotyping, prejudice, isolation and powerlessness to protect themselves or adequately communicate that abuse has occurred.

## 8. Types of Abuse

There are four main categories of abuse and neglect: physical abuse, emotional abuse, sexual abuse and neglect. Each has its own specific warning indicators, which you should be alert to.

**Physical abuse** is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse can also occur outside of the family environment.

**Some of the following signs may be indicators of physical abuse:**

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and

- Children with unexplained:  
bruises or cuts;  
burns or scalds; or  
bite marks.

**Emotional abuse** is the persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, or unloved and inadequate. It may include not giving a child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

Bullying - Emotional abuse may involve serious bullying – including online bullying through social networks, online games or mobile phones – by a child's peers. Bullying may come from another child/young person or an adult. Bullying is defined as deliberate hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. There are four main types of bullying.

It may be physical (e.g. hitting, kicking, slapping), verbal (e.g. racist or homophobic remarks, name calling, graffiti, threats, abusive text messages), emotional (e.g. tormenting, ridiculing, humiliating, ignoring, isolating from the group) or sexual (e.g. unwanted physical contact or abusive comments).

The term 'cyberbullying' is used to describe a range of bullying activities that take place through phone calls, text messages, picture / video messaging, email, on line message boards, on line chat rooms and on personal web space.

### **Some of the following signs may be indicators of emotional abuse:**

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**Sexual abuse** is any sexual activity with a child. You should be aware that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

Sexual abuse 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 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). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

### **Some of the following signs may be indicators of sexual abuse:**

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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

In instances, involving actual or potential child sexual exploitation, consideration should be given to providing details to the local CSE team. See Appendix A: Local CSE Team Contact

### **Some of the following signs may be indicators of sexual exploitation:**

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

**Neglect** is a pattern of failing to provide for a child's basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child's health or development.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action.<sup>3</sup> However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child. Neglect may occur during pregnancy as a result of maternal drug or alcohol abuse.

### **Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

## **9. Other Safeguarding Indicators**

### **Domestic Abuse**

Children can 'witness' domestic abuse in many different ways, e.g., they may get caught in the middle of an incident in an effort to make the violence stop. They may be in the room next door and hear the abuse or see



their parent's or carer's physical injuries following an incident of violence. They may be forced to stay in one room or may not be allowed to play. They may be forced to witness sexual abuse or they may be forced to take part in verbally abusing the victim. All children witnessing domestic violence are being emotionally abused.

Children can experience both short and long term cognitive, behavioural and emotional effects as a result of witnessing domestic abuse. Each child will respond differently to trauma. Children living in households where domestic violence is happening are identified as 'at risk'

## **Forced Marriage**

This is a marriage conducted without valid consent of one or both parties and some form of duress is involved. This could be emotional pressure, e.g., parents may insist that rejection of this marriage partner would bring shame to the family, or arrangements for marriage might be made (perhaps abroad) without the intended bride being told the purpose of the trip.

The majority of victims of forced marriage are female and forced marriage is seen as a form of domestic violence.

There is a difference between forced marriage and the tradition of arranged marriages. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the individuals concerned are given a free choice whether or not to accept the arrangement.

## **Gang Activity**

There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence. Safeguarding procedures can provide a key tool for all agencies working with young people to assist them when working together to prevent young people from being drawn into gangs, to support those who have been drawn into the margins of gangs; and to protect those who are at immediate risk of harm either as members or victims of gangs.

## **Radicalisation/Violent Extremism**

Safeguarding principles should be a priority for children and young people at risk of exposure to or involvement with groups or individuals who condone violence as a means to a political end.

Violent extremist causes range from animal rights to far right politics to international terrorist organisations such as Al Qaeda.

Children and young people can be drawn in to violence themselves or they can be exposed to messages if a family member is involved in an extremist group. Research (Home Office -Tackling Gangs Action Programme 2008) suggests that young people from their teenage years onwards can be particularly vulnerable to getting involved with radical groups, through direct contact with members or, increasingly, through the Internet. This can put a young person at risk of being drawn in to criminal activity and has the potential to cause significant harm. Each Local Authority has to put in place an expert service Channel to work with those suspected at being at risk of becoming involved in extremist activities

## **Female genital mutilation (FGM)**

FGM is child abuse and a form of violence against women and girls, and therefore should be dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. FGM is illegal in the UK and is not a matter that can be left to be decided by personal preference – it is an extremely harmful practice.

Professionals should not let fears of being branded 'racist' or 'discriminatory' weaken the protection and support

required by vulnerable girls and women. It is acknowledged that some FGM practising families do not see it as an act of abuse. However, FGM is child abuse and has severe significant physical and mental health consequences both in the short and long term and as such must never be excused, accepted or condoned. For more information refer to 'Multi Agency Practice Guidelines' **Female Genital Mutilation 2014**

In addition to the above, concerns may be expressed as to the potential risk of harm to an unborn child. These concerns may result from a parent's lifestyle including:

- Domestic abuse
- Parental substance abuse
- Poor emotional and mental health.

## **Faith abuse**

Faith abuse includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or 'leading them astray' (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home. Staff should refer to child abuse linked to faith or belief.

## **Criminal Exploitation/County Lines**

Crime Exploitation/Organised Crime is becoming a prevalent issue amongst many young people. Individuals, normally working with others, with the capacity to commit serious crime on a continuing basis, which includes elements of planning, control and coordination and benefits those involved will look to exploit young people who display common indicators of vulnerability, to participate in organised crime, whether that is drug dealing, minding weapons/drugs

'County Lines' is a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

A common feature in county lines drug supply is the exploitation of young and vulnerable people. The dealers will frequently target children and adults - often with mental health or addiction problems - to act as drug runners or move cash so they can stay under the radar of law enforcement.

In some cases the dealers will take over a local property, normally belonging to a vulnerable person, and use it to operate their criminal activity from. This is known as cuckooing.

People exploited in this way will quite often be exposed to physical, mental and sexual abuse, and in some instances will be trafficked to areas a long way from home as part of the network's drug dealing business.

Children often do not see themselves as victims or realise they have been groomed to get involved in criminality. Indicators/signs:

- An increase in visitors and cars to a house or flat
- New faces appearing at the house or flat
- New and regularly changing residents (e.g different accents compared to local accent)
- Change in resident's mood and/or demeanour (e.g. secretive/ withdrawn/ aggressive/ emotional)
- Substance misuse and/or drug paraphernalia
- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g clothes, jewellery, cars etc)
- Residents or young people you know going missing, maybe for long periods of time
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries

## **Self-harm**

Self-harm can take many different forms but in general terms is the act of deliberately causing harm to oneself either by causing a physical injury or by putting oneself in dangers situations and/or self-neglect. Self-harm is generally a coping mechanism; there can be many reasons why a person chooses to self-harm but it is important that staff consider the possibility of a link between self-harm and trauma/abuse. CANW has a separate policy relating to self-harm – 'Self Harm Protocol'.

## **Online abuse**

Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse.

Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).

Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

## **Grooming**

Child grooming refers to actions deliberately undertaken by an adult with the aim of befriending and establishing

an emotional connection with a child, in order to lower the child's inhibitions in preparation for sexual activity or exploitation of the child.

This can be done through various means of internet communication systems such as:

- *Social Networks* (eg. Facebook, Twitter, Myspace, etc)
- *Instant Messaging* (eg. IM, MSN, etc)
- *Chatrooms* (eg. Skype, Yahoo, MIRC, etc)

In a number of cases young people have thought they have met somebody online, but they are in fact talking to an adult who has a sexual interest in them. These adults and older adolescents target children and young people with the aim of making them feel loved enough to want to meet the adult in the real world.

In most cases, online groomers want to be seen as a trusted peer or caring older person. Sometimes they might pose as someone needing help or in distress, which makes the victim less suspicious of the groomer's actions and intentions. Groomers will typically want you to keep part, if not all, of the relationship secret. Conversations might often focus on the meaning of "true love," involve talking about sexual issues, or include requests for photos and web cam sex.

## **Cyberbullying**

This involves the use of ICT, particularly mobile phones and the internet, deliberately to upset, threaten and intimidate someone else. This type of bullying can affect anybody at any time in any environment due to online access. Because it takes place in the virtual world, it goes beyond the boundaries at school, and during school hours. It can happen anytime and can make someone feel upset or threatened even in his / her own home.

Cyberbullying is an extension of bullying but the person who is bullying uses new technology such as websites, text messages, social networking sites and emails to embarrass, demean, harass, intimidate, or threaten other people.

Bullying also involves:

- An imbalance of power - for example a group ganging up on an individual or someone much more confident picking on someone who is less confident
- Repeatedly picking on someone over the phone, email, website or online forum (for example, sending messages to the same person over and over)

## **Sexting**

Sexting is sending nude or semi-nude photos by mobile phone, or posting sexual images on social networking sites like eg. Facebook, Twitter, Myspace, etc.

Often, teens send explicit images to a partner or friends for 'their eyes only'. Or in a moment of blurred judgment, they let someone take pictures of them that they might not otherwise agree to. This may in turn lead to the following:

- Harassment or cyberstalking: threats to share the images
- Outing: posting or sharing the images publicly
- Impersonation: pretending to be the person who created the image and posting or sharing it publicly, often with the suggestion that the person is interested in sexual contact.

Many young people are unaware that 'sexting' can be a criminal offence when the subject of a 'sext' is a minor, even if the person committing the offence is also a minor. A young person found to have a naked or semi-naked photo of someone under 18 on their phone or computer, even if they delete it, can be charged with child pornography. They can also be charged even if it is a photo of them and they agreed to the photo being sent

## **Cyberstalking**

Cyberstalking is persistent unwanted contact from another person – either from someone familiar or a stranger.

Cyberstalkers have many different motives, including those who feel wronged by their target, ex-partners, those with misplaced sexual motives, or those who just derive pleasure from scaring other, often random people. They can exploit someone's digital footprint by snooping on their social media channels/apps to find out your every movement, who they are in contact with and of their plans. As cyberstalkers become more determined, they intrude on more aspects of a person's online presence, sometimes including hacking or taking over their social media accounts.

Cyberstalking may occur online only, or as part more general stalking or harassment activity. Stalking became a named offence in England and Wales in 2012.

**Note:** A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs of abuse and hide what is happening from everyone. Many learn to 'manage' their problems, making it hard for others to help. We may observe behaviours/physical presentations that cause concern, however, it is important to remember that the causes of these may not be abuse, but due to other issues such as bereavement, homesickness etc. Information related to events of this nature should be logged onto a Serious Incident report Form (SIR). As a result, staff should be cautious before assuming abuse is the cause. Staff should ensure that they discuss their concerns with their Line Manager for advice.

## Procedures

### **Managing safeguarding/child protection issues must take priority over all other work**

You should complete the Safeguarding Incident Reporting form and discuss your concerns with your line manager. If you have concerns that a child is in imminent danger you should ring the police and/or children's social care immediately.

**Staff should note that at all times reference should be made to the relevant guidance for each Local Children Safeguarding Board via the links in Section 26 in order to ensure compliance with local pathways, policy and procedure.**

The following outline the actions CANW staff, should take when they have concerns for the welfare of a child or young person.

### **10. How to respond to safeguarding concerns**

You may encounter children during the course of your normal working activities where you have concerns about their safety. You are in a unique position to be able to observe signs of abuse or neglect, or changes in behaviour which may indicate a child may be being abused or neglected.

You should make sure that you are alert to the signs of abuse and neglect, that you question the behaviour of children and parents/carers and don't necessarily take what you are told at face value.

Given the regional focus of our work you must familiarise yourself with the safeguarding procedures and policies of the Local Safeguarding Children's Board (LSCB) in which area you operate. **See the links in Section 26.** You should make sure that you understand and work within the local multi-agency safeguarding arrangements that are in place in your area. Care Services staff should be aware of both the procedures of the Local Authority in which the carer is located and the requirements of the Department responsible for placing the child or young person

You should be guided by the following key principles:

- Children have a right to be safe and should be protected from all forms of abuse and neglect
- Safeguarding children is everyone's responsibility
- It is better to help children as early as possible, before issues escalate and become more damaging
- Children and families are best supported and protected when there is a co-ordinated response from all relevant agencies.

You should not let other considerations, like the fear of damaging relationships with adults, get in the way of protecting children from abuse and neglect. If you think that referral to children's social care is necessary, you should view it as the beginning of a process of inquiry, not as an accusation

The warning signs and symptoms of child abuse and neglect can vary from child to child. Disabled children may be especially vulnerable to abuse, including because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This

could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Some children/young people may feel able to disclose abuse to a carer, member of staff, volunteer or supported lodgings provider as they have that relationship with that person.

There are four key steps to follow to help you to identify and respond appropriately to possible abuse and/or neglect.

- **Be alert**
- **Question behaviours**
- **Ask for help**
- **Refer**

It may not always be appropriate to go through all four stages sequentially. **If a child is in immediate danger or is at risk of harm, you should refer to children's social care and/or the police.** Before doing so, you should try to establish the basic facts. However, it will be the role of social workers and the police to investigate cases and make a judgement on whether there should be a statutory intervention and/or a criminal investigation.

If you are concerned about a potential safeguarding concern you should complete the CANW 'Safeguarding Incident Reporting Form' to ensure the concerns are fully recorded, discussed with your line manager and that actions and outcomes are followed through. You should record, in writing, to be kept on the child's casefile all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions. You should record the outcome of any concern.

## **Being alert to signs of abuse and neglect**

The first step is to be alert to the signs of abuse and neglect as outlined previously, to have read the guidance 'Working Together to Safeguard Children 2018 and to understand this policy and the policy and procedures set out in your local multi-agency safeguarding arrangements. You should also consider what training would support you in your role and what is available in your area.

## **Questioning behaviours**

The signs of child abuse might not always be obvious and a child might not tell anyone what is happening to them. You should therefore question behaviours if something seems unusual and try to speak to the child, alone, if appropriate, to seek further information.

If a child reports, following a conversation you have initiated or otherwise, that they are being abused and neglected, you should listen to them, take their allegation seriously, and reassure them that you will take action to keep them safe. At all times, you should explain to the child the action that you are taking. It is important to maintain confidentiality, but you should not promise that you won't tell anyone, as you may need to do so in order to protect the child.

## 11. Taking steps to protect

Concerns about a child's welfare can vary greatly in terms of their nature and seriousness, how they have been identified and over what duration they have arisen. If you have concerns about a child, you should ask for help.

You should discuss your concerns with your manager, or the Designated Safeguarding Person within CANW. The names and contact information is provided at the end of the policy. The safeguarding lead will usually decide whether to make a referral to children's social care.

If you have concerns about the safety or welfare of a child and feel they are not being acted upon by your manager or named/designated safeguarding lead, it is your responsibility to take action.

## 12. Early help assessment

Early help means providing support as soon as a problem emerges. As part of your area's local multi-agency safeguarding arrangements there will be processes in place around the assessment of children who may benefit from early help.

An early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. Any frontline practitioner from any agency working with children, young people and families, including the voluntary and community sector, can undertake an early help assessment.

You might, therefore, act as the lead professional for an early help assessment, or be asked to participate in such an assessment. Whatever the case, you will need to work closely with other practitioners to decide whether the child and family would benefit from coordinated support from more than one agency.

In accordance with the recent update to Working Together to Safeguard Children (2018) practitioners should, in particular, be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

In cases where consent is not given for an early help assessment, practitioners should consider how the needs of the child might be met. If at any time it is considered that the child may be a child in need, as defined in the Children Act 1989, or that the child has suffered significant harm or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any practitioner following discussions with their line manager.



## 13. Referring to children's social care

If, at any time, you believe that a child may be a child in need, or that a child is being harmed or is likely to be, you should raise the issue immediately with your line manager, or if they are not available then with the Designated Safeguarding persons. If the concerns remain then the designated safeguarding person should be made aware and a referral should be made to local authority children's social care. This referral can be made by any practitioner. If you see further signs of potential abuse and neglect, report and refer again. This process should not be an excuse for delays in notification to children's social care. If it is difficult to gain access to advice and support or if the concern is urgent then you must make a referral directly.

When referring a child to children's social care, you should consider and include any information you have on the child's development needs and their parents'/carers' ability to respond to these needs within the context of their wider family and environment.

In instances, involving actual or potential child sexual exploitation, consideration should be given to providing details to the local CSE team.

### **The version '2 of 2' of this policy contains the following helpful details'**

- **Safeguarding Procedure / Flowcharts**
- **Flowchart for Management Notification**
- **Appendix A: Local CSE Team Contacts**

## 14. Recording of Information

Good record keeping is an important task undertaken by all workers, carers and volunteers in respect of their contact and direct work with children, young people and families. Write down the concerns the child has expressed to you; in the words the child / young person has used. For legal purposes, this is essential within 24 hours of the occurrence. This needs to be discussed and shared with your line manager as soon as possible and within the 24-hour period.

It is essential for working effectively. Clear and accurate records ensure that there is a documented account of the workers and CANW's involvement with a child, young person or family.

Records facilitate continuity when a worker is unavailable or change, they provide an essential tool for managers to monitor work and can be used to aid investigations or enquiries and support proceedings.

Recordings should be clear, accurate and precise using straight forward language and differentiate between opinion, judgement and fact. They are an essential tool to good practice especially in respect of our work to safeguard children and young people. Recording the words of the person as conveyed at the time.

When an allegation has been made or safeguarding concerns raised these should be recorded as soon as possible using the individuals own words, note the date, time and any names that were involved or mentioned.

The worker, carer, volunteer should notify their Line Manager to discuss the concerns and decide on the action to be taken (see Flow Charts paragraph 12).

Where a child or young person is looked after in Care & Accommodation Services the relevant Care Services procedure needs to be followed.

It is important that all actions are accurately recorded and kept on the child's file providing details of actions taken, and decisions made including agencies involved, date and time of events.

If in doubt always seek advice from your Line Manager or Designated Person, if you have concerns out of office hours, contact your line manager or the Designated Safeguarding Person (contact details at end of policy).

If for any reason you cannot make out of hours contact with CANW personnel, please seek assistance from the Local Authority Emergency Duty Team or the NSPCC 24 hour advice line on:

NSPCC - 0808 800 5000

## 15. Information Sharing and Confidentiality

It is important to remember that throughout the four stages, sharing information is an intrinsic part of any practitioner's role. The decisions about how much information to share, with whom and when can have a profound impact on people's lives. You should weigh up what might happen if the information is shared against the consequences of not sharing the information. Early sharing of information is key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. For more information on sharing information which includes a myth-busting guide see Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

The following is taken from 'Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015)'

### Seven Golden Rules for information sharing

1. Remember that the Data Protection Act 1998, GDPR or human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose

It is important to remember that young people under 16 years have the same rights to confidentiality as adults as this is likely to encourage them to access services and discuss of a personal nature; staff, carers and volunteers must protect information given in confidence and, if there is a need to share information outside of CANW to another professional, the consent of the young person should be obtained. However, there are some circumstances where personal information can be disclosed.

Whilst the general principle is that information obtained about children must be shared with them and not with others, there are exceptions. The public interest in child protection overrides the public interest in maintaining confidentiality and the law permits the disclosure of confidential information necessary to safeguard a child or children.

Disclosure should be justifiable in each case, for example to provide information to professionals from other agencies working with the child, and where possible and appropriate, the agreement of the person concerned should be obtained.

Those working with children must make it clear that confidentiality may not be maintained if the disclosure of information is necessary in the interests of the child. Even in these circumstances, disclosure will be appropriate for the purpose and only to the extent necessary to achieve that purpose.

In such circumstances the staff member, carer or volunteer should attempt to obtain the young person's agreement to share the information. If consent cannot be obtained, then they should inform them that where there is a safeguarding concern they must act upon the information and inform the appropriate line manager or relevant authority to seek advice on what action may need to be taken and their reasons for doing this.

Wherever possible it is preferred that the young person be encouraged and supported to make a voluntary disclosure. This is in line with agreed national protocols outlined in the DfES document "Working together to Safeguard Children".

Looked After Children have the same right to confidentiality as any other child or young person.

**The version '2 of 2' of this policy contains the Information Sharing Flowchart**

## **16. Professional Abuse**

A professional relationship is defined as the involvement of any person acting on behalf of CANW in a position of trust in relation to the family, child or young person (paid employees, students, carers and volunteers).

CANW believes that all children in contact with adults in a professional capacity are entitled to the same standard of care and protection as is expected of any reasonable parent.

CANW recognises the potential for, and existence of, abuse to children by adults with whom they share a professional relationship and we are committed to the prevention and detection of such abuse.

It is recognised that allegations of professional abuse inevitably generate very sensitive issues, potentially affecting the careers of those who are accused or suspected. CANW recognises the need for the rights of employees or adults in positions of trust to be respected in the interest of natural justice. We also acknowledge the potential vulnerability of staff caring for children who present challenging behaviour.

Where a conflict exists between the interests of the adult and those of the child/young person the child or young person's interest must be paramount as required by the Children Act 1989 and 2004.

if there is a concern in relation to any professional as defined in this policy the concern should be raised with the Designated Safeguarding Manager who will undertake an initial assessment and if appropriate make referral to the Local Authority Designated Officer or Managers.

If the referrer is not satisfied with the action taken by the Designated Manager the procedures within the whistleblowing policy should be followed. if the concern is in relation to the designated safeguarding manager the CEO or chair of the board of trustees should be informed.

### **Role of the LADO:**

Local authorities should have a designated officer or team of officers for the management and oversight of allegations. The 2015 guidance includes a requirement that new appointments should be qualified social workers, unless they have previous experience in the role. The LADO or Designated Officers should be informed of all allegations against adults working with children and will provide advice and guidance to Senior Managers (Designated Safeguarding Persons) on the progress of cases to ensure they are resolved as quickly as possible. Information relating to allegations is collated and presented to Local Safeguarding Children's Boards, the LADO or Designated Officer will be involved from the initial phase of the allegation through to the conclusion of the case. The LADO will also advise if there is a need for a referral to the Independent safeguarding Authority (ISA).

The LADO should be alerted by CANW's Safeguarding Designated Person with regards to all cases in which it is alleged that a person who works with children has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against children, or related to a child
- Behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

Staff should raise any concerns directly with CANW's Designated Safeguarding Person.

## **17. Parent and Child Placements**

These are placements that enable parents to remain with their children while the quality of care given by the parent is assessed. Where parents and child placements are made with Foster Carers, the following considerations need to apply:

- If the parent is under 18, they are a child and therefore child protection principles apply to them as much as their child.
- If the parent is 18 and over, and therefore an adult, they should be seen as an adult member of the household, requiring DBS checks. While there is no requirement for a DBS check to be completed prior to them joining the household, a specific risk assessment must be carried out to assess the safety of all children in the household.

In such placements, special consideration must be given to the potential risks and these must be discussed in advance and included in the Safer Caring Policy. Where the foster carer's role is to monitor the quality of parenting, if there is any indication that this is so poor as to be placing the child at risk of harm, the foster carer must report this at once to their Supervising Social Worker and/or the child's social worker.

Local authorities provide services to adults who are themselves responsible for children who may be in need. These services are subject to the section 11 duties set out in this chapter. When staff are providing services to adults they should ask whether there are children in the family and consider whether the children need help or

protection from harm. Children may be at greater risk of harm or be in need of additional help in families where the adults have mental health problems, misuse drugs or alcohol, are in a violent relationship, have complex needs or have learning difficulties.

## **18. Information Technology (Internet Abuse)**

The development of Information Technology is a positive contribution to aid day to day communication.

Children and young people in particular have embraced its development through the use of mobile phones, emails, internet, video hosting sites and social network sites.

Unfortunately technologies are also being used negatively to aid bullying (see paragraph 5.3 regarding cyber bullying) and grooming children and young people into inappropriate and potentially dangerous relationships and behaviour.

It is important that staff, volunteers and carers are aware of the potential misuse of new technologies and are vigilant in respect of children and young people's use and are able to openly discuss these concerns and need for caution with them.

There are clearly stated expectations of staff use of Information Technology (IT) in the related IT policies, If there are any concerns that staff are using IT in a way that is detrimental to the safeguarding of young people and outside of CANW guidance this should be raised with CANW's Designated Safeguarding persons.

## **19. Use of cameras or recording equipment**

Staff should not use phones or cameras to take unauthorised photographs of children or young people. Any images taken must be taken with the informed consent of the young person (see relevant policy) and should be only for use in relation to the agreement given. Staff should never take pictures, make recordings or videos of young people on their personal equipment.

Any concerns regarding the use of Information Technology should be raised with CANW's Designated Safeguarding Persons (see Section 23).

## **20. British Association of Counselling & Psychotherapy (Ethical Framework). Guidance for Counsellors /Therapeutic Staff**

Working with young people requires specific ethical awareness and competence. The practitioner is required to consider and assess the balance between young people's dependence on adults and carers and their progressive development towards acting independently. Working with children and young people requires careful consideration of issues concerning their capacity to give consent to receiving any service independently of someone with parental responsibilities and the management of confidences disclosed by clients.

Respecting client confidentiality is a fundamental requirement for keeping trust. The professional management of confidentiality concerns the protection of personally identifiable and sensitive information from unauthorised disclosure. Disclosure may be authorised by client consent or the law. Any disclosures should be undertaken in ways that best protect the client's trust. Practitioners should be willing to be accountable to their clients and to their profession for their management of confidentiality in general and particularly for any disclosures made without their client's consent.

The ethical framework for counsellors / therapeutic staff clearly sets out its code of conduct around client consent and confidentiality as above; under these circumstances, it is imperative that the welfare principle (Sec 1 Children Act 1989) in safeguarding and protecting children and young people is paramount and overrides client consent and confidentiality in line with CANW's safeguarding policy and procedures.

## 21. Training / Induction

All newly appointed staff will be informed of CANW's Safeguarding Policies and Procedures as part of their induction programme.

CANW is committed to the on-going training of all its staff, volunteers and carers. It is expected that they all undertake CANW's Safeguarding Children training.

In addition there will be opportunities for continued training and development according to the requirements of each service area

- Care & Accommodation Service
- Targeted and Early Support Service
- Central Support Service

It is recognised that on-going training is important in accordance with the requirements of each service area.

Safeguarding matters can be discussed during supervision sessions. In addition further training can be identified as part of the person's annual appraisal through the Passport to success and Development process.

Minimum training for staff, carers and volunteers should be as follows:

- **CANW Induction Programme** – Safeguarding Awareness
- **Level One** – Core Induction programme for all staff, volunteers & carers
- **Level Two** - 'Working Together to Safeguard Children' for Staff, Carers, and Volunteers (*working with Children & Young people*).
- **Level Three** – training for managers and practitioners
- Designated Safeguarding Persons (LSCB)
- Safe Recording (Relevant for each Service Area)
- Safer Recruitment & Selection (Managers/Trustees)

## 22. Section 11 Safeguarding Self-Assessment Tool

CANW / CANWe Solutions are committed to ensuring children and young people are safeguarded and have agreed organisational policies and procedures and are therefore committed to the principle of being open to scrutiny in order to promote continuous improvement in the services we provide for children, young people, and their families.

All organisations that work with and/or have involvement in the development/delivery of services for children, young people, and families should have policies and procedures in place to both safeguard and promote the welfare of children with whom they come into contact or for whom they provide services. (Working Together to Safeguard Children 2015).

Whilst it is essential to have safeguarding policies and procedures in place, safeguarding children and young people goes beyond this. It is about a system of preventative measures that an organisation must adopt to ensure the safety and well-being of any child/young person with whom they are working. The system itself must also promote equality and diversity throughout the operation of the organisation.

Section 11 of the Children Act 2004 requires key agencies to ensure their safeguarding practice complies with the requirements of the statutory guidance "Making Arrangements to Safeguard and Promote the Welfare of Children". The Local Safeguarding Children Board (LSCB) is required to monitor the effectiveness of these arrangements via a process of self-assessment, peer review, performance indicators and joint audit.

This self-assessment tool should help us to become knowledgeable and more confident in applying safeguarding standards within CANW / CANWe Solutions. It will also provide valuable written evidence of our organisation's commitment to best practice in safeguarding children, young people & their families in the services that we provide.

Once completed, the safeguarding self-assessment document will need to be updated on a bi-annual basis and refreshed in line with CANW / CANWe safeguarding policies and procedures bi-annual review.

## **23. Designated Persons**

### ***Safeguarding Named Persons***

SUE COTTON (01254 244700 / 07581068931)

STUART CHAPLIN (01254 244700 / 07739083105)

JULIE DAWKINS (01254 244700 / 07717858729)

### ***Responsibilities:***

The safeguarding named persons (as above) are responsible for acting as a source of advice on safeguarding matters and for supporting Service or Project Managers to coordinate any necessary action that may be required in line with CANW's Safeguarding policies and procedures.

The safeguarding named persons must hold a professional qualification in Social Care / Youth & Community studies and have up to date knowledge of relevant legislation and up to date training provided by the Local Safeguarding Children's Board (LSCB).

### ***Role:***

To provide information and advice on CANW's safeguarding policies and procedures

To provide support and guidance to Service or Project Managers as necessary where safeguarding concerns exist

To support the referral process to Children's Services as necessary

To ensure that CANW's Safeguarding policies and procedures are kept up to date and in line with Government and LSCB requirements

To keep written records of advice / support given to staff

To ensure all staff have access to appropriate levels of safeguarding training and professional development

To work in partnership with other agencies to ensure best practice is promoted within CANW

To monitor the effectiveness of CANW's safeguarding policy

To undertake case file audits as necessary where concerns exist

To undertake internal enquires with regards to safeguarding concerns in relation to staff, carers & volunteers and implement any necessary actions in accordance with CANW's policy and procedures

To liaise with OFSTED/ LADO as necessary

To keep up to date contact details of local Children's Services Social work teams and referral pathways (central database)

To work closely with the HR manager to ensure there are clear links with safeguarding and all other organisation policies and procedures.

## 24. Cross Reference – related organisational policies and procedures

- Safeguarding Adults at Risk
- Self-Harm Protocol
- Whistleblowing
- Sexual Health & Relationships (C&A)
- Domestic Abuse and Conflict Management
- Safer Recruitment & Selection
- ICT Policy (C&A)
- Lone Working
- Code of Conduct
- Health & Safety

## 25. List of abbreviations

ICS	–	Integrated Children's Services
LA	–	Local Authority
SW	–	Social Worker
SSW	–	Supervising Social Worker (CANW)
ISA	–	Independent Safeguarding Authority
OFSTED	–	Office for Standards in Education, Children's Services and Skills
TM	–	Team Manager
OM	–	Operations Manager
LADO	–	Local Authority Designated Officer (allegations)
LSCB	-	Local Safeguarding Children Board
NFA	–	No further action
S47	–	Section 47 – child protection investigation
CPCP	–	Children in Public Care Proceedings



## 26. Useful Contact numbers / Safeguarding Websites / Resources:

<u>County Triage Service</u>	0333 240 1727 (24 hour) Fax: 01228 221572		
<u>Children's Services Department (Cumbria)</u>	01228 226877		
<u>Emergency Duty Team (Cumbria)</u>	01228 526690		
<u>LADO: Carlisle, Eden, Copeland (except Millom)</u>	07795 287902		
<u>LADO: South Lakeland, Barrow-in Furness and Millom</u>	01229 407580 or 07825 340449		
<u>Complaints, Compliments or Comments:</u>	0800 121 8800		
<u>Cumbria LSCB Website:</u>	<a href="http://www.cumbrialscb.com">www.cumbrialscb.com</a>		
<u>Lancashire:</u>	0845 0530000		
<u>LCC LADO:</u>	01772 536694		
<u>Lancashire LSCB Website</u>	<a href="http://www.lancshiresafeguarding.org.uk/">http://www.lancshiresafeguarding.org.uk/</a>		
<u>Blackburn with Darwen:</u>	01254 587547		
<u>BWD LADO:</u>	01254 585117		
<u>BWD Safeguarding website</u>	<a href="http://www.lscb.org.uk/">http://www.lscb.org.uk/</a>		
<u>Blackpool:</u>	01253 477299		
<u>LADO</u>	01253 477541		
<u>Blackpool safeguarding website</u>	<a href="http://www.blackpoolsafeguarding.org.uk/">http://www.blackpoolsafeguarding.org.uk/</a>		
<u>Salford:</u>	0161	6034500	email:
<a href="mailto:worriedaboutachild@salford.gov.uk">worriedaboutachild@salford.gov.uk</a>			
<u>LADO</u>	0161 6034350		
<u>Bolton North:</u>	01204 337408 /01204 331505		
<u>Bolton South:</u>	01204 337729 /01204 337730		
<u>Bolton West:</u>	01942 634625		
<u>LADO</u>	01204 337474		
<u>Bolton Safeguarding Website</u>	<a href="http://boltonsafeguardingchildren.org.uk/">http://boltonsafeguardingchildren.org.uk/</a>		
<u>Oldham:</u>	0161 770 3790		
<u>LADO</u>	0161 7708870		
<u>Oldham Safeguarding website</u>	<a href="http://www.oldham.gov.uk/lscb/">http://www.oldham.gov.uk/lscb/</a>		
<u>Rochdale:</u>	0845 226 5570		
<u>LADO</u>	0845 2265500		
<u>Rochdale Safeguarding website</u>	<a href="https://www.rbscb.org/">https://www.rbscb.org/</a>		

# 'INSPIRING LIVES, CHANGING FUTURES'

Registered Charity No: 222533



Bury:  
LADO  
Bury Safeguarding website  
0161 234 5001  
0161 253 5582  
<http://www.safeguardingburychildren.org/>

Manchester City Children's Services:  
LADO  
Manchester Safeguarding website  
0161 234 5001  
0161 2746211  
<http://www.manchesterscb.org.uk/>

Stockport:  
LADO  
Stockport safeguarding website  
0161 2176028  
0161 4745657  
<http://www.safeguardingchildreninstockport.org.uk/>

Tameside:  
LADO  
Tameside safeguarding website  
0161 3424477  
0161 3424111  
<https://www.tamesidesafeguardingchildren.org.uk/>

Trafford:  
LADO  
Trafford Safeguarding website  
0161 9122000  
0161 9125024  
<http://www.tscb.co.uk/Home.aspx>

Wigan:  
LADO  
Wigan Safeguarding website  
01942 828300  
01942 486034  
[www.wiganlscb.com/](http://www.wiganlscb.com/)

Greater Manchester Safeguarding Partnership website  
<http://www.gmsafeguardingchildren.co.uk/>

Children's Commissioner:

Anne Longfield OBE  
Office of the Children's Commissioner (for England)  
Sanctuary Buildings  
20 Great Smith Street  
London  
SW1P 3BT

Tel – 020 7783 8330  
Email – [advice.team@childrenscommissioner.gov.uk](mailto:advice.team@childrenscommissioner.gov.uk)  
Website – [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)

Ofsted Chief Inspector: Amanda Spielman

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Tel – 0300 123 1231

Email – [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

ChildLine – Need to talk?

Contact ChildLine anytime, calls are free and confidential - 0800 1111

[www.nspcc.org.uk](http://www.nspcc.org.uk) (National Society for the Prevention of Cruelty to Children)

[www.dfe.gov.uk](http://www.dfe.gov.uk) (Department for Education)

[www.safenetwork.org.uk](http://www.safenetwork.org.uk) (Child Protection tools / resources)

[www.ceop.police.uk](http://www.ceop.police.uk) (Child Exploitation & Online Protection Centre)

[www.iwf.org.uk](http://www.iwf.org.uk) (Internet Watch Foundation)

[www.getsafeonline.org](http://www.getsafeonline.org) (advice, guidance, protection re internet use & access)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) (Internet safety for young people)

[www.scie.org.uk](http://www.scie.org.uk) (Social Care Institute for Excellence)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk) (Office for Standards in Education & Children's Services)

[www.bacp.co.uk](http://www.bacp.co.uk) (British Association for Counselling & Psychotherapy)