

Thurrock Council

Disabled Children's Short Breaks and Outreach Service Sunshine Centre, Hannah's Place and Befriending

Safeguarding policy

The safeguarding policy includes policies on safeguarding disabled children, female genital mutilation (FGM) guidance and the Prevent strategy.

The purpose of this document is to support the use of Southend, Essex and Thurrock (SET) child protection policy as used across Thurrock.

At the Short Break and Outreach Service it is our aim to provide a place where the welfare, safety and protection of the child are paramount.

If we should have cause to suspect that a child has been subject to some form of abuse – that is, ill treatment, neglect by the family unit or the agency responsible for the care of the child, physical abuse, excessive physical punishment that could lead to injury, failure to thrive through neglect, emotional abuse, deprivation or sexual abuse in all forms – then we would take immediate action and contact the Children's Multi agency Safeguarding Hub (MASH) for further advice.

If the child is already open to Social Care, then the appropriate social worker would be contacted directly for guidance.

If we believe that a child is in immediate danger from the person who collects them, then we will not allow the child to leave with that person and contact the MASH, Emergency Duty Team or the police.

Any initial concerns from staff will be reported to the Centre Manager who will liaise with the relevant social work team. Although it is natural to be worried about the consequences of expressing concern, the wellbeing and safety of the child is of paramount importance to us at all times.

Designated Safeguarding Officer – Lauren Riddick:

- lriddick@thurrock.gov.uk
- 01375 652 200
- 07557 170 183

Deputy Designated Safeguarding Officer – Jackie Harper

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- 01375 652 200
- 07702 822 447

In the event of a concern, Lauren Riddick should be contacted. Jackie Harper will deputise in her absence. A designated person will always be available.

Signs and symptoms of possible abuse

Abuse is categorised into 4 areas:

- physical
- emotional
- neglect
- sexual

For each kind of abuse there are indicators that may suggest that a child is being harmed or is at risk of harm. Indicators alone cannot confirm whether a child is being abused. Every child needs to be seen in the context of their family and wider community and a proper assessment carried out.

Staff at the Disabled Children's Short Break and Outreach Service (SBOS) receive comprehensive child protection training. They are trained to look for these indicators and to report on any concerns they may have using the protocols outlined in this policy. Indicators include changes in behaviour, unexplained injuries, infections and concerns around the presentation of an individual child.

'Working Together to Safeguard Children' (HM Government, July 2018) gives a definition for each of the four categories of abuse.

Physical abuse

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

Emotional abuse

"The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone."

Sexual abuse

"Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children."

Neglect

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

Once a child is born, neglect may involve a parent or carer failing to: a. provide adequate food, clothing and shelter (including exclusion from home or abandonment) b. protect a child from physical and emotional harm or danger c. ensure adequate supervision (including the use of inadequate caregivers) d. ensure access to appropriate medical care or treatment It may also include neglect of, or unresponsiveness to, a child's basic emotional needs"

Definition of child sexual exploitation (CSE)

Sexual exploitation of Children and Young People under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g., food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child Sexual Exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

[SET CSE Strategy \(PDF link\).](#)

[Thurrock Local Safeguarding Children Partnership - lscp \(thurrocklscp.org.uk\).](http://thurrocklscp.org.uk)

Thurrock LSCB has joined with its Southend and Essex Board partners to develop an Essex wide CSE strategy that supports children from across the County.

The strategy outlines the overarching approach to tackling child sexual exploitation across SET, and provides a coherent Essex-wide response which is both needs-led and outcomes-focused.

[SET Procedures 2022 \(PDF link\).](#)

[Thurrock CSE Strategy \(PDF link\).](#)

Thurrock has also implemented a local CSE strategy that supports the SET strategy to ensure local variance and needs are met.

www.thurrocklscp.org.uk/lscp/professionals/child-sexual-exploitation-cse

Domestic abuse

Working Together to Safeguard Children (2018) define Domestic Abuse as the following:

"Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling, or coercive behaviour, sexual and/or economic abuse. Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and adolescent to parent violence.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. Domestic abuse continues to be a prevalent risk factor identified through children social care assessments for children in need. Domestic abuse has a significant impact on children and young people. Children may experience domestic abuse directly, as victims in their own right, or indirectly due to the impact the abuse has on others such as the non-abusive parent."

Contextual safeguarding

Links:

- [What is Contextual Safeguarding? \(csnetwork.org.uk\)](https://www.csnetwork.org.uk/what-is-contextual-safeguarding/)
- [Contextual Safeguarding Research Durham University](https://www.durham.ac.uk/contextual-safeguarding-research/)

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.

Therefore, children's social care practitioners, child protection systems and wider safeguarding partnerships need to engage with individuals and sectors who do have influence over/within extra-familial contexts, and recognise that assessment of, and intervention with, these spaces are a critical part of safeguarding practices.

Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse beyond their front doors.

Extra-familial abuse

"Extra-familial abuse is linked to 'contextual safeguarding' or 'complex safeguarding'. These concepts refer to harm that occurs to children outside of their family system, often during the adolescent years because at this age their social networks widen. These networks can have a significant influence over an adolescent's understanding of social norms. A large proportion of child exploitation takes place in public spaces (parks, stairwells, high streets etc.) so it is these locations that often require a professional response to safeguard young people from exploitation rather than solely focusing on the child and their family." (Essex Safeguarding Children Board).

Safe recruitment

Paid staff will be employed through the Thurrock Council procedure as laid out on the council website. All applicants for unpaid positions will be subjected to the same recruitment policy.

Applicants for the posts will be informed that the position is exempt from the provision of the Rehabilitation of Offenders Act 1974.

Applicants will be asked to provide two references, which will be sought. An employment history will be required with any gaps satisfactorily explained. An interview will be held before appointment. After appointment there will be a probationary period.

All staff including volunteers will be Disclosure and Barring Service (DBS) checked. No staff or volunteers are permitted to start work/volunteering until we have received a clear DBS.

Training

In line with Thurrock Council Policy all core staff receive child protection training as mandatory every three years. Where available, staff will also receive extra, specialist training on safeguarding disabled children.

Sessional staff also receive basic child protection training on induction, and this is also updated every three years.

Child protection policy

The Shortbreak and Outreach Service works within the guidance laid out in the Southend, Essex and Thurrock (SET) child protection procedures. A full copy of this can be found via this link –

www.thurrock.gov.uk/sites/default/files/assets/documents/set_procedures_201910.pdf

Other important publications to use for reference are:

- Working Together to Safeguard Children- 2018
- Children Act 1989
- Safeguarding Disabled Children 2009
- Keeping Children Safe in Education (2021)

The SET procedures 2018 outline guidance across all services in Essex working with children in any capacity.

Personal care

It is recognised that many children and young people require personal care from staff. This is to be carried out as laid out in the Shortbreak and Outreach Personal Care policy. In the context of safeguarding particular attention should be paid to intimate care and the guidelines associated. It is expected that all staff will remain vigilant that these guidelines are adhered to by colleagues and any violation should be reported to line managers.

Volunteers are not permitted provide any intimate care for children or young people.

Whistleblowing

Staff, through fears of repercussions, may find it difficult to raise child protection concerns about colleagues or managers.

With this in mind we would strive to foster an ethos by which staff feel confident to report any concerns they may have about colleagues to their line manager. If the concerns are about their line manager, staff know the manager next up in the hierarchy and how to contact them.

This is communicated to staff through safeguarding and behaviour support training and during inductions.

Policy for preventing extremism and radicalisation

This policy was considered and adopted in line with the overall duty to safeguard and promote the welfare of children as set out in the government's Department for Education (DfE) guidance 'Keeping Children Safe in Education 2015'.

The Short Breaks and Outreach Service will actively evaluate the effectiveness of this policy by monitoring staff group's understanding and application of the procedures within this policy as per our duty to safeguard and promote the welfare of children.

Introduction

We are committed to providing a secure environment for all children where they can feel and be kept safe. All staff, students and volunteers working at the service recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

Under the counter Terrorism and Security Act 2015 we have a statutory duty to have due regard to the need to prevent people from being drawn into terrorism.

This policy is one element within our overall arrangements to Safeguard and Promote the welfare of all children in line with our statutory duties set out in section 175 of the Education Act 2002 and should be read in conjunction with the settings Safeguarding Policy.

This Policy also draws upon the guidance contained in the DfE guidance "Keeping Children Safe in Education 2021" the DCSF resources " Learning Together to be Safe" "The Prevent Duty 2015" and the useful Government document " Revised Prevent Duty Guidance: for England and Wales 2021"

The setting ethos and practice

When operating this policy we use the following accepted governmental definition of extremism which is:

'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs: and/or calls for the death of members of our armed forces, whether in this country or overseas.'

There is no place for extremist views of any kind in our settings, whether from internal sources- children or staff, or external sources, external agencies or individuals. Our families see our setting as a safe place where they can explore controversial issues safely and where our staff encourage and facilitate this- we have a duty to ensure this happens.

As a service, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our children and families. Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance, prejudice and thereby limiting the life chances of young people.

Therefore we will continue to work within frameworks such as the EYFS with qualified practitioners, so that our children are enriched, they understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised. Any prejudice discrimination or extremist views, including derogatory language, displayed by families or staff will always be challenged and where appropriate dealt with in line with our behaviour policy for children and the code of conduct for staff.

As part of wider safeguarding responsibilities, staff will be alert to:

- disclosures by children and families of their exposure to the extremist actions, views or materials of others outside of, such as in their homes or community groups
- families accessing extremist material online, including through social networking sites
- parental reports of changes in behaviour, friendships or actions and requests for assistance
- partner schools, local authority services, and police reports of issues affecting children in other schools or settings
- intolerance of difference, whether secular or religious or, in line with our equalities policy
- views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- attempts to impose extremist views or practices on others
- anti-Western or anti-British views

Our setting will closely follow any locally agreed procedure as set out by the Local Authority and/or Safeguarding Children's Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching approaches

We will ensure that our approach helps our children build resilience to extremism and give children a positive sense of identity through the development of critical thinking skills. We will ensure that all of our practices are equipped to recognise extremism and are skilled and confident enough to challenge it.

We will also work with local partners, families and communities in our efforts to ensure our setting understands and embrace our local context and values in challenging extremist views and to assist in broadening of our children and family's experiences and horizons.

We will help support those who may be vulnerable to such influences as part of our wider safeguarding responsibilities and where we believe any reason is being directly affected by extremist materials or influences, we will ensure that they are offered mentoring. Additionally, in such instances we will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At our nurseries, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will encourage children to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our children safe and prepare them for life in modern multi- cultural Britain and Globally.

Referring concerns

Where there are concerns of extremism or radicalisation parents, children and staff will be encouraged to make use of our internal systems to raise any issue in confidence with senior management. Our lead person for Prevent is the Designated Safeguarding Lead who would normally be the first point of contact should there be any concerns. If for any reason this creates a

difficulty for the referrer, they can contact the Local authority 'Prevent' co-ordinator, First Response Team, Education Safeguarding Advice Service or Ofsted depending on the level of concern.

Staff should refer to the Whistle Blowing Policy under which they are entitled to employment protection for raising genuine concerns outside of the school environment.

Child protection

Refer to our safeguarding policy for the full procedural framework on our Child Protection duties.

Staff will alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example, this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm (these examples are for illustration and are not definitive or exhaustive)

Therefore, all adults working within our setting (including visiting staff, volunteers, contractors and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect to the Designated Safeguarding lead who will make a referral to the children's social care or the Prevent team when appropriate.

The Designated safeguarding lead is the focus person and local 'expert' for staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies.

Training

All staff, including temporary staff and volunteers will receive an induction in regard to our safeguarding policy and procedures. This will include information and guidance about our duty to prevent people from being drawn into terrorism.

In-service training, in regard to safeguarding and child protection, will:

- be organised for staff at least every three years
- comply with the prevailing arrangements approved by the Local Safeguarding Children's Board
- in part, include awareness raising on extremism and radicalisation and its safeguarding implications

The designated safeguarding lead will attend appropriate and relevant training courses in regard to safeguarding children, including the appropriate inter-agency training organised by the Local Safeguarding Children's Board. This will include accessing training on extremism and radicalisation and its safeguarding implications. The designated safeguarding lead will ensure that all adults working in the nurseries receive appropriate levels of training, guidance and support in regard to safeguarding children from extremism and radicalisation.

Recruitment and staff conduct

The arrangements for recruiting all staff, permanent and volunteers to our setting will follow guidance for safer recruitment and best practice in education settings, as well as the local authority recruitment procedures. This will include, but is not limited to, ensuring:

- Disclosure and Barring Service (DBS) checks are always made at appropriate level

- references are always received and checked
- we complete and maintain a single central record of such vetting checks

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement.

We will be alert to the possibility that persons may seek to gain positions within our service, so as to unduly influence our character and ethos. We are aware that such persons seek to limit the opportunities for our children thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an ongoing culture of vigilance within our nurseries and staff team we will minimise the opportunities for extremist views to prevail.

Referrals to the Thurrock local authority designated officer (LADO) service will be made when appropriate as per statutory guidance and our safeguarding children policy.

Peer to peer abuse

Abusive behaviour can happen to children in settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

The nature of the children that access our service means that many display behaviour that challenges. This can result in some of the behaviours outlined below and would be treated as a support need within the context of our setting.

We would address the behaviour in line with our behaviour support protocols and seek to understand function of behaviour and possible antecedents and triggers. From this we would put in individual child-centred strategies. However we have a duty of care to all our children and young people and to keep them safe from the harm they may cause to each other.

Where a child or young person was deemed to be at significant risk of harm, advice would be sought from either the Team for Disabled Children or, in extreme situations, the Emergency Duty Team.

Physical abuse – for example, biting, hitting, kicking, hair-pulling

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person.

Sexually harmful behaviour or sexual abuse – for example, inappropriate sexual language or touching

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Prejudiced behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is

connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life – for example, in relation to issues of care, parental occupation, poverty and social class – and sexual or gender identity (homosexual, bisexual, transgender).

Safeguarding disabled children

"The available UK evidence suggests that disabled children are at an increased risk of abuse and the presence of multiple disabilities appears to increase the risk of both abuse and neglect." – 'Working Together to Safeguard Children', Department of Health, Home Office, Department for Education and Employment (DfEE), 1999.

As all the children in our care have been diagnosed with a disability it is vital that all staff are aware of the added challenges to safeguarding disabled children and what makes them more vulnerable.

Many of the children in our care have difficulties around communication and some have no spoken language at all. This makes it even harder for them to tell.

Children with complex health care needs or those requiring high levels of support often need high level of personal and intimate care from support staff. This puts them in very vulnerable situations. This coupled with poor understanding about what might be happening means that children are at risk of sexual abuse.

Children in receipt of respite packages are likely to come into contact with lots of different support staff over their life time. This means that if there are concerns about children and young people it can be difficult to pin point exactly who possible perpetrators are.

Parenting any child can, at times, be challenging. The additional pressures for parents and carers who are bringing up disabled children can put strain on relationships, affect mental health and cause financial hardship. In some situations this can impact families coping skills and result in neglect or other forms of abuse for the disabled child.

The examples above are by no means exhaustive, but by ensuring staff are aware of these added challenges together with a sound understanding of safeguarding procedures and protocols we can strive to improve the outcomes for disabled children.

Female genital mutilation (FGM)

FGM is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM may be practised illegally by doctors or traditional health workers in the UK, or girls may be taken abroad for the operation.

A girl or woman who has had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear

Our first responsibility and priority is towards the children in our care. If we have any cause for concern we will contact the Thurrock MASH, and follow the procedures as stated within the Southend, Essex and Thurrock Child Protection procedure part B section 40.3. Additional support and guidance can be gained through contacting the FGM helpline 0800 028 3550.

Staff have updated their knowledge in regards to FGM and have completed the Home Office on line FGM training module. Staff can also refer to the copy of the multi-agency statutory guidance on female genital mutilation.

We are aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

Honour-based abuse (HBA) is violence and abuse in the name of honour, covering a variety of behaviours – including crimes – mainly but not exclusively against females, where the person is being punished by their family and/or community for a perceived transgression against the 'honour' of the family or community, or is required to undergo certain activities or procedures in 'honour' of the family.

Forced marriage (FM) "is a marriage conducted without the valid consent of both parties, where duress is a factor" ('A Choice by Right', HM Government, 2000).

Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns and follow the LSCB procedures.

Recording suspicions of abuse and disclosures

Where a child makes comments to a member of staff that give cause for concern (disclosure), or a member of staff observes signs or signals that give cause for concern – such as significant changes in behaviour, deterioration in general well-being, unexplained bruising, marks or signs of possible abuse or neglect – that member of staff:

- listens to the child, offers reassurance and gives assurance that she or he will take action
- does not question the child
- makes a written record that forms an objective record of the observation or disclosure that includes:
 - the date and time of the observation or the disclosure
 - the exact words spoken by the child as far as possible
 - the name of the person to whom the concern was reported, with the date and time
 - and the names of any other person present at the time
- signs and dates the records, which are kept securely and confidentially in the child's personal file

The member of staff acting as the 'designated officer or person' is informed of the issue at the earliest opportunity, and within 1 working day.

Where the Local Safeguarding Children Board stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Local Safeguarding Children Board.

We take care not to influence the outcome either through the way we speak to children or by asking questions of children.

We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse is suspected we follow the procedure for reporting any other child protection concerns.

The views of the young person will always be taken into account, but the setting may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

We have a whistle blowing policy in place.

Sharing information

Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.

"Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively:

- all practitioners should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'"

'Working Together to Safeguard Children', 2018

Legal framework

Primary legislation:

- Protection of Children Act (1999)
- The Children Act (1989/2004 s11)
- Safeguarding Vulnerable Groups Act (2006)
- Childcare Act (2016)
- The Prevent Duty 2015
- The Health & safety at work act 1998
- Keeping Children Safe in Education (2021)
- The Children and Social Work Act (2017)

Secondary legislation:

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- Data Protection Act (1998)
- Childcare (Disqualification) Regulations 2009
- Children and Families Act 2014
- Serious Crime Act 2015
- Disclosure and Barring Service 2012 :www.gov.uk/disclosure-barring-service-check

Statutory guidance:

- No Secrets (DoH 2015)
- Working Together to Safeguard Children (HMG 2017)
- What to do if you're Worried a Child is Being Abused (HMG 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners (CWDC 2010)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2008)
- Information Sharing: Guidance for Practitioners providing Safeguarding Services (DfE 2015)

Useful Links

Thurrock Local Safeguarding Children Partnership –
[Thurrock Local Safeguarding Children Partnership – lscp \(thurrocklscp.org.uk\)](http://Thurrock Local Safeguarding Children Partnership – lscp (thurrocklscp.org.uk))

Essex Safeguarding Children Board –
[Home \(escb.co.uk\)](http://Home (escb.co.uk))

CEOP Reporting Online Abuse –
CEOP Safety Centre

NSPCC –
NSPCC | The UK children's charity

Document review

It was last reviewed by Lauren Riddick and Laura Hayden – September 2023.