



HEATH HOUSE PREPARATORY SCHOOL

Child Protection Policy

This policy applies to all children at Heath House, including those within our EYFS, and has regard for advice in and duties under: the *Children Act 1989* and *2004*; the *Education Act 2002*; the Education (Independent School Standards) Regulations 2014; the *Childcare Act 2006* and the *Statutory Framework for the Early Years Foundation Stage (2014) Safeguarding and Welfare Requirements*; Department for Education (DfE) guidance on *Keeping Children Safe in Education* (September 2019) (KCSIE); *What to do if you're worried a child is being abused: Advice for practitioners* (March 2015); *Working Together to Safeguard Children* (2018); *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (February 2017); *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* (July 2017); and *Prevent Duty Guidance: for England and Wales* (March 2015) (*Prevent*).

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.'

Keeping Children Safe in Education (September 2019)

Everyone employed by Heath House, and all ancillary staff, have a responsibility in relation to child protection, safeguarding and promoting the welfare of children. In most cases this will be the referral of concerns to the designated person. In day-to-day contact with children at risk, members of staff have an opportunity to note concerns and to meet with parents and other associated adults.

Increasingly, schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. This policy aims to outline the role that the school will have, the procedures that staff should take and guidance on issues related to child protection generally. It is not exhaustive. All members of staff should use as a rule of thumb the needs and safety of the child as being at the centre of any decision that they make. This policy is drawn up with reference to the Lewisham inter-agency procedures. The schools Child Protection policy is given to all parents joining the school. It is also available on our website www.heathhouseprepschool.com in the policy documents section or on request from the school office.

If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as 'e-safeguarding') please contact the Designated Person and safeguarding lead without delay. The school's Designated Person and safeguarding lead is Mrs Sophia Laslett, Head Teacher. In Mrs Laslett's absence, Mr Richard Laslett, Deputy Head Teacher should be contacted. In Mr Richard Laslett's absence please contact Mrs Elena Laslett-Shaw.

Definitions

The school uses the definition of *safeguarding and promoting the welfare of children* and the definitions of *abuse* as stated in the KCSIE 2019:

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Definitions of Abuse

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

Abuse can be *physical abuse, emotional abuse, sexual abuse, or, neglect*. These are defined in greater detail below, where signs and symptoms are also set out.

Aims

The aims of this policy are:

1. To raise awareness of individual responsibilities in identifying and reporting possible cases of abuse;
2. To provide a systematic means of monitoring, recording and reporting of concerns and cases;
3. To provide guidance on recognising and dealing with suspected child abuse;
4. To provide a framework for inter-agency communication and effective liaison;
5. To identify strategies and interventions available to support children at risk;
6. To ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
7. To ensure that safe recruitment procedures are operated.

Management of Safeguarding

Designated Person

The school has appointed Mrs Sophia Laslett, Head Teacher, as the designated person and safeguarding lead. As the designated person, Mrs Laslett takes lead responsibility for safeguarding and child protection. In the event of her absence from the school, Mr Richard Laslett, Deputy Head Teacher, will act on her behalf. In his absence, Elena Laslett-Shaw will act on his behalf.

Designated Person – Sophia Laslett, Head Teacher

Deputy to the Designated Person – Richard Laslett, Deputy Head Teacher

Deputy to the Designated Person – Elena Laslett-Shaw, School Bursar and Manager

Availability and Contact Details

During term time, and throughout the duration of 'Summer School', the designated person and the deputy designated person are always available (during school hours) for staff in the school to discuss any safeguarding concerns. During out of hours activities (for example, on a residential trip) the designated person can be contacted on the out of hours phone number. Contact details for the designated person and the deputy designated person are set out below:

Contact details for the Designated Person and Deputy to the Designated Person

Role	Name	Position at the school	Location on school site	Contact details
Designated Person	Sophia Laslett	Head Teacher and Proprietor	School Office, Wemyss Road building	Telephone: <u>Monday-Friday,</u> <u>8.00am-6.00pm:</u> 020 8297 1900 <u>Out of hours:</u> 020 8858 2655
Designated Person for EYFS	Rebecca Nimmo	Reception Teacher	EYFS, Tranquil Hall Building	
Deputy to the Designated Person	Richard Laslett	Deputy Head Teacher	School Office, Wemyss Road building	
Deputy to the Designated Person	Elena Laslett-Shaw	School Bursar and Manager	School Office, Wemyss Road building	

The Role of the Proprietors

As required by KCSIE the proprietors ensure this Child Protection Policy is implemented and effective. The proprietors are Mrs Sophia Laslett (also the DSL and Head Teacher) and her husband Mr Ian Laslett.

They will:

- Be responsible for undertaking annual reviews of the policies and procedures that apply to child protection and of the efficiency with which the related duties have been discharged.
- As owners of the school they have ultimate responsibility of the children in their care and will do their utmost to ensure that all children in their care are safe, happy and learning.

The Role of the Designated Person

The role of the designated person as designated safeguarding lead, from KCSIE 2019:

The designated person/safeguarding lead is an appropriate **senior member** of staff, from the school **leadership team**. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection.

Manage referrals

The designated person is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
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Work with others

The designated person is expected to:

- Act as a point of contact with the three safeguarding partners;
- [As Head Teacher at Heath House] remain informed of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Training

The designated person (and all deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated person should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners, showing a clear understanding that the GDPR does not stop the information passed on to agencies such as the local authority or police;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated person should:

- Ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this;

- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

The designated person will:

- Take lead responsibility for safeguarding and child protection;
- Support staff to recognise the needs of children, including rescue from possible abuse or neglect;
- Ensure that staff are familiar with the school's child protection policy and procedures, the role of the designated person and line of accountability for reporting concerns and making referrals;
- Ensure that appropriate strategies for recording and reporting concerns, disclosures and incidents are kept within school;
- Create a culture of listening to children and taking their feelings and wishes into account, while always putting their welfare at the centre of any decision;
- Where a child's needs are not being met, help children and their families to get the support they need by contacting the Early Intervention Service (EIS) using the Common Assessment Framework (CAF) and CAF referral form where appropriate;
- Support the Team Around the Child (TAC) model and attend any TAC meetings to help practitioners and family members (and where appropriate, the child) share information and create an action plan to support the child's needs;
- Discuss any concerns about a child with their parents or legal guardians, and where possible seek their agreement to make a referral, unless this may either delay or prompt a behavioural response that places the child at increased risk of significant harm;
- Co-ordinate action within the school and liaise with Children's Social Care and other agencies over cases of abuse and suspected abuse;
- Make child protection referrals following the procedures set by the Lewisham Safeguarding Children Board (LSCB), recording and reporting accordingly;
- Safeguard children who have suffered or are likely to suffer significant harm by reporting these cases to Children's Social Care immediately;
- Liaise with agencies about individual cases;
- When children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained;
- Act as a source of advice within the school;
- Organise training on safeguarding and child protection within school;
- Provide appropriate feedback to members of staff as and when necessary;
- Be trained in child protection and inter-agency working. This training will be updated every two years. Training is undertaken through Lewisham Council with the course title, 'Child Protection Training for Designated Teachers.'

Role of Staff

Following guidance in *Working Together to Safeguard Children* (2018) the school aims to create an environment in which staff feel supported and able to raise concerns about a child or any safeguarding issue to the designated person using the procedure set out below in this policy.

KCSIE states that any member of staff may make a referral to an external agency. Staff should note that if they are worried a child is being abused, or have concerns about the safety or welfare of a child and feel they are not being acted upon by the designated person, it is the staff member's responsibility to take action. If, at any time, staff believe that a child may be a child in need, or that a child is being harmed or is likely to be, they should refer immediately to local authority children's social care. This referral can be made by any member of staff.

All ancillary staff have safeguarding training and are within eyeshot or earshot of a member of Heath House staff at all times.

If a child is in immediate danger or is at risk of harm then a referral should be made to children's social care and/or the police immediately. The designated person should always be informed. The contact details for Lewisham Children's Social Care services are listed in Appendix 1.

School staff should:

- Be alert to the signs of abuse as detailed in this policy;
- Report any concerns immediately, where possible to the designated person or her deputy and completing the appropriate 'Concern Form'. See Appendix 2;
- Consult with the designated person if in any doubt as to how to proceed;
- Follow the advice given in this policy in relation to how to handle disclosures;
- Follow the Staff Code of Conduct Policy;
- Ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, or engaging in inappropriate electronic communication with a pupil);
- Ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site (for example, in a separate institution);
- Follow the whistleblowing procedures in the Whistleblowing Policy;
- Have regard for KCSIE and read any updates provided by the school;
- Have regard for *Prevent* and read any updates provided by the school;
- Attend all update safeguarding training offered by the school, including twilight courses or any weekend courses staff are enrolled on.
- Ensure that they keep their knowledge up to date by reading e-bulletins and other relevant documents.
- Have due regard to the relevant data protection principles and regulations, but ensure that this does not stand in the way of their duty to safeguard children.

Definitions and Signs and Symptoms of Child Abuse

Physical Abuse

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

- Unexplained recurrent/frequent injuries;
- Unexplained or unusual fractures or broken bones;
- Unexplained bruises or cuts; burns or scalds; or bite marks;
- Improbable excuses or refusal to explain injuries;
- Wearing clothes to cover injuries, even in hot weather;
- Refusal to undress for gym;
- Bald patches;
- Chronic running away;
- Fear of medical help or examination;
- Self-destructive tendencies;
- Aggression towards others;
- Fear of physical contact - shrinking back if touched;
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study');
- Fear of suspected abuser being contacted.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Signs and symptoms include:

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Physical, mental and emotional development lags;
- Sudden speech disorders;
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc');

- Overreaction to mistakes;
- Extreme fear of any new situation;
- Inappropriate response to pain ('I deserve this');
- Neurotic behaviour (rocking, hair twisting, self-mutilation);
- Extremes of passivity or aggression;
- 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Signs and symptoms include:

- Being overly affectionate or displaying knowledge or interest in sexual acts inappropriate to the child's age;
- Using sexual language or having sexual knowledge that you wouldn't expect the child to have;
- Children who ask others to behave sexually or play sexual games;
- Physical sexual health problems, including chronic itching, soreness or pain in the genital and anal areas, sexually transmitted infections or underage pregnancy;
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia;
- Personality changes such as becoming insecure or clinging;
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys;
- Sudden loss of appetite or compulsive eating;
- Being isolated or withdrawn;
- Inability to concentrate;
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder;
- Starting to wet again, day or night/nightmares;
- Become worried about clothing being removed;
- Suddenly drawing sexually explicit pictures;
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Signs and symptoms include:

- Constant hunger;
- Children that are dirty or have poor personal hygiene;
- Constant tiredness;
- Children without adequate clothing, e.g. not having a winter coat;
- Poor state of clothing;
- Emaciation;
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Failure to receive basic health care;
- Untreated medical problems, i.e. parent fails to seek medical treatment when their child is ill or injured;
- No social relationships;
- Compulsive scavenging;
- Destructive tendencies.

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 and hide what is happening from everyone.

All teachers will remain vigilant and report any of the above signs, or a combination of the above signs.

Specific Safeguarding Issues

Pupils with SEND

We are committed to protecting all children including pupils with SEND. These children are particularly vulnerable as they may not be able to communicate or verbalise any issues. All staff are constantly vigilant for any signs of abuse.

Peer-on-peer abuse

KCSIE states the following about peer-on-peer abuse:

‘All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to: bullying (including cyberbullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.’

Keeping Children Safe in Education (September 2019)

Any incidents of peer-on-peer abuse, including abusive comments and interactions must never be passed off as ‘banter’ or ‘having a laugh’.

The school’s policy and procedures for incidents of bullying including cyberbullying are set out immediately below.

The school’s policy and procedures for dealing with allegations of peer on peer abuse are set out below under the heading Policy on Dealing with Allegations of Abuse made against Members of Staff, Volunteers, Head Teacher or another Pupil.

Upskirting

Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence. In line with the schools teaching on cyberbullying and peer-on-peer abuse, any incidents of upskirting will be appropriately reported.

Bullying including Cyberbullying

The DfE’s advice on *Preventing and tackling bullying* states that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’. The Lewisham threshold for referring concerns about a child being bullied, or bullying other children, is set by the London Safeguarding Children Board in the *Threshold Document: Continuum of Help and Support* (see below).

Information from the Indicators of Need Matrix [Tier 1-4] in the Threshold Document: Continuum of Help and Support

Tier 1 Children with no additional needs whose health and developmental needs can be met by universal services.	Tier 2 Children with additional needs that can be met through the provision of 'early help' - a referral to children's social care is NOT required.	Tier 3 Children with complex multiple needs who need statutory and specialist services. A referral to children's social care is required.	Tier 4 Children in acute need. Require immediate referral to children's social care and/or the police.
The child's social development			
The child demonstrates accepted behaviour and tolerance towards their peers and others. Where on occasion this is not the case, this is managed through effective parenting and universal services	The child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community. Support is in place to manage this behaviour.	The child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community. Early support has been refused, or been inadequate to manage this behaviour.	The child exhibits aggressive, bullying or destructive behaviours which impacts on their peers, family and/or local community, and which is impacting on their wellbeing or safety.
The child demonstrates feelings of belonging and acceptance	The child is a victim of discrimination or bullying.	The child has experienced persistent or severe bullying which has impacted on his/her daily outcomes.	The child has experienced such persistent or severe bullying that his/her wellbeing is at risk.

Where this is the case, the school will report its concerns to Children's Social Care using the contact details in Appendix 1. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying (perpetrator). Please see the Anti-Bullying Policy.

Children Missing Education

KCSIE places emphasis on the risks associated with children missing education. The school has a duty to have regard for KCSIE and to report children missing education. The school's procedures for identifying and responding to children who go missing from education are set out in the Children Missing Education Policy.

Staff should:

- Be aware that a child going missing from education is a potential indicator of abuse or neglect;
- Follow the school's procedures for unauthorised absence and for dealing with children that go missing from education as set out in the Children Missing Education Policy;
- Be aware that children who go missing from education, particularly on repeat occasions, may be at risk of potential safeguarding concerns such as risk of radicalisation, travelling to conflict zones, sexual exploitation, FGM and forced marriage;
- Understand that taking the attendance register for their class on a twice daily basis is a legal requirement, and an essential part of identifying children who go missing from education.

At Heath House, we expect all pupils to aim for 100% attendance however we do understand that this is not always possible. If your child's attendance percentage falls below 90% over the academic year or if they are absent from school for 5 days or more per term, you will be contacted by the school, as outlined in the Attendance Policy. All attendance registers are monitored regularly by the Senior Management Team.

Please see Attendance Policy, Children Missing Education Policy, and the Staff Code of Conduct Policy.

Child Sexual Exploitation

From the DfE advice *Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (February 2017):

The definition of child sexual exploitation is as follows:

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.'

(DfE, February 2017)

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 does not always involve physical contact and can occur through the use of Technology. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point (KCSIE, 2019)

Staff should be aware that some of the following signs may be potential indicators of sexual exploitation:

- Acquisition of money, clothes, mobile phones etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

The LSCB Child Sexual Exploitation Risk Assessment Toolkit for all professionals who work with children and young people is available from: <https://www.safeguardinglewisham.org.uk/lscb/lscb/safeguarding-in-education/additional-resources>

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) (sometimes referred to as female circumcision) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.

FGM is illegal in the UK, and it is mandatory (from October 2015) for teachers to report to the police any cases where it appears that FGM has been carried out. Teachers should still report any concerns around a child to the designated person, and involve Children's Social Care as appropriate.

At Heath House we believe that all our pupils should be kept safe from harm. FGM affects girls particularly from North African countries, including Egypt, Sudan, Somalia, Sierra Leone and Nigeria. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

Missing Children

Children are at risk of harm when they go missing. A missing or lost child from school or from a school trip or outing is a safeguarding issue. The school has specific procedures in place for reducing the risk of a child going missing from school, and for responding to a missing or lost child incident.

Please see the Missing or Lost Child Policy.

Preventing Radicalisation – the *Prevent* duty

It is the school's policy that children are supervised at all times when using ICT equipment and the Internet, or viewing Internet content during lessons. Children are taught about online safety in order to reduce risks and build resilience, including to radicalisation; this is delivered in age appropriate ways as part of PSHE and during Computing/ICT lessons.

The Borough of Lewisham is a *Prevent* priority area and contact details for support and advice about extremism can be found in Appendix 1. With regard for *Prevent* duties and the need to safeguard children from being drawn into terrorism or put at risk of online radicalisation the school will ensure that any visiting speaker is suitably and appropriately supervised, and that children will always be supervised when using ICT equipment and the Internet.

Staff are trained in Prevent and Channel awareness. Should the school identify a child at risk of radicalisation it will contact the Lewisham Prevent Programme (contact details in Appendix 1) to ask for guidance in assessing the level of risk to identify the most appropriate referral, for example, Children's Social Care or Channel.

Please see the Supervision of Visitors Policy.

Procedures

The school's procedures for what staff should do if they have concerns about a child are set out below. However, **if a child is in immediate danger or is at risk of harm then a referral should be made to children's social care and/or the police immediately.** Staff should always inform the designated person if they make a referral. The contact details for Lewisham Children's Social Care services are listed in Appendix 1.

Contact Details of the Local Agency Responsible for Child Protection

The Lewisham Safeguarding Children Board (LSCB) sets the local procedures for what to do where there are concerns about a child. The telephone numbers of the local agencies responsible for child protection are listed in Appendix 1. They must be contacted within 24 hours of a disclosure or suspicion of abuse.

Full local procedures are available from the Lewisham Safeguarding Children Board at:
<http://www.safeguardinglewisham.org.uk/lscb>

Tel: 020 8314 3396

Email: safeguardingboard@lewisham.gov.uk

If you are concerned that a child has suffered harm, neglect or abuse, this can be discussed with and reported to the Lewisham Multi Agency Safeguarding Hub (MASH). Contact details are in Appendix 1. If a child is at immediate risk of harm, call the police.

Policy on Dealing with Suspected Abuse

All staff should refer concerns to the designated person without delay. If a child chooses you to disclose:

- Listen to the pupil, keeping calm and offering reassurance;
- Observe bruises but should not ask a child to remove or adjust their clothing to observe them;
- Allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. “what did they do next?”;
- Do not ask a leading question (i.e. one that suggests the answer that is expected);
- Listen — don't investigate or ask leading questions, but use questions such as “is there anything else you'd like to tell me?”;
- Accept what the pupil says without challenge — reassure them that they are doing the right thing and that you recognise how hard it is for them;
- Do not lay blame or criticise either the child or the perpetrator;
- Do not promise confidentiality — explain that they have done the right thing and who needs to be told.

When abuse by another child is suspected, child protection procedures will be applied to both (alleged) abuser and abused. If appropriate, the school's disciplinary procedures will be invoked.

Procedures for Monitoring, Recording and Reporting

School policy is that accurate notes should be written at the time of the incident or immediately after. Records may be used in legal proceedings and must be accurate and secure. Staff should use the Concern Form in Appendix 2, and all records must be copied to the designated person and must include factual information rather than assumption or interpretation. The child's own language should be used, and staff must not attempt to interpret or embellish the child's words. Records may be used at a later date to support a referral to an external agency. Write down what you didn't do as well as what you did do i.e. I did not make my notes immediately because I was with the child and social services until 1am and was then too tired. I made them first thing this morning and all details were still fresh and clear in my mind.

Staff should report any concerns about a child, disclosures or incidents immediately to the designated person. The designated person will follow the steps and processes set out in *Working Together* and by the Lewisham Safeguarding Children Board (LSCB) to assess and provide services for children who may be in need, including those suffering harm. This includes:

- The referral process into local authority children’s social care;
 - The process for determining next steps for a child who has been assessed as being ‘in need’;
- The essential processes for children where there is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm (this includes immediate protection for children at serious risk of harm).

Thresholds for Referrals

The Lewisham thresholds for reporting to children’s social care are set by the London Safeguarding Children Board in the *Threshold Document: Continuum of Help and Support*; a tool intended to assist practitioners to make decisions about the best course of action, when they have concerns about a child. The Threshold Document contains the Indicators of Need Matrix (Tiers 1 – 4) as well as the Threshold Criteria for child protection referrals under Section 47 of the Children Act 1989. The Threshold Criteria is reproduced in Appendix 3, along with information about where staff may consult a copy of the London Child Protection Procedures and the Threshold Document.

Making Referrals to Children’s Social Care

The process for making referrals and reporting concerns about a child to Children’s Social Care is as follows:

- The designated person will make a referral to Children’s Social Care;
- Once the referral has been accepted by Children’s Social Care the lead professional role falls to a social worker;
- The designated person will clarify with the social worker the nature of the concerns about the child and how and why they have arisen;
- The designated person will then expect the social worker to make a decision within 1 working day about the type of response required. This includes determining whether:
 - The child requires immediate protection and urgent action is required;
 - The child is in need, and should be assessed under section 17 of the Children Act 1989;
 - There is reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm, and whether enquires must be made and the child assessed under section 47 of the Children Act 1989;
 - Any services are required by the child and family and what type of services; and
 - Further specialist assessments are required in order to help the local authority to decide what further action to take.

Whistleblowing Procedure

The school has a culture of supporting staff and encouraging them to share concerns surrounding safeguarding with the designated person. Should a member of staff feel there is unsafe practice, have concerns about another person’s practice or behaviour, or see a potential failure in the school’s safeguarding policy and

procedures, they should contact the designated person or member of the Senior Management Team immediately and follow the school's whistleblowing procedure (see Whistleblowing Policy).

Please see the Whistleblowing Policy.

Policy on Dealing with Allegations of Abuse made against Members of Staff, Volunteers, Head Teacher or another Pupil

The school understands that an allegation may be made against a member of staff, volunteer, Head Teacher or pupil. If an allegation is made, the person to whom the allegation is made will immediately inform the Head Teacher. If the allegation is against the Head and since the Head is the DSL and proprietor, the procedure is to report direct to the LADO. The LADO is aware of this arrangement.

The Local Authority Designated Officer (LADO) must be informed using the procedure described below in respect of all cases in which it is alleged that a person has behaved in a way such that:

- A child has been harmed, or may have been harmed;
- A possible criminal offence against or related to a child has been committed;
- He or she poses a risk of harm towards a child or children if they work regularly or closely with children.

The Head Teacher, in respect of all such cases, will complete a referral form and send this to the LADO within 24 hours of becoming aware. In any case where information is reported to the Head Teacher and a professional judgement made that a child is in immediate danger or risk or harm, the Head Teacher will immediately contact the police, and inform the LADO.

There will be no delay in referring and managing allegations against staff. The matter must remain strictly confidential until the Head (or LADO) has made an initial assessment. A false allegation, whether it is made for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and cause irreparable damage. Equally, if a genuine complaint is not taken seriously, it can be damaging to the child concerned and to other children who may become future victims.

A member of staff/volunteer against whom an allegation has been made may - but will not automatically - be suspended. Suspension will arise on the following grounds:

- A child or children would be at risk;
- The allegation is so serious that dismissal for gross misconduct is possible;
- It is necessary to allow any investigation to continue unimpeded.

A distinction should be drawn between an allegation, a concern about the quality of care or practice or a complaint. Please see the school's Whistleblowing Policy and Complaints Procedure.

Safe Recruitment of Staff

Mrs Elena Laslett-Shaw, School Manager and Bursar, is trained and qualified in Safer Recruitment in Education as certified by the Children's Workforce Development Council. The school follows the recruitment procedure set out in the Safe Recruitment of Staff Policy.

Please see the Safe Recruitment of Staff policy.

Staff induction training includes:

- The school's Child Protection Policy;
- The Staff Code of Conduct Policy;
- Whistle-blowing procedures and Whistleblowing Policy;
- The identity of the Designated Person;
- The Schools Confidentiality Policy;
- Risks of radicalisation;
- A copy of Part 1 of KCSIE and Annex A for those working with children and leaders;
- A whole staff special meeting is conducted at the beginning of every academic year to go through these particular policies outlined above outlining any updates or changes relating to child protection/safeguarding;
- Staff take part in a safeguarding training session annually held at the school tailored to the school's needs;
- Online training including: Channel General Awareness, Prevent Duty, FGM and GDPR e-learning;
- Acceptable Use of Technology Policy and Tablet Agreement (where appropriate).

Reporting to the DBS and NCTL

The school will report to the Disclosures and Barring Service (DBS), within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. In this context, ceasing to use a person's services includes:

- Dismissal;
- Non-renewal of a fixed-term contract;
- No longer engaging/refusing to engage a supply teacher provided by an employment agency;
- Terminating the placement of a student teacher or other trainee;
- No longer using staff employed by contractors or volunteers;
- Resignation;
- Voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering;
- Referral to the National College for Teaching and Leadership where a teacher has been dismissed for "unsuitable professional conduct."

It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence and the school may be removed from the Department for Education's register.

Consideration will be given to making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed for misconduct (or would have been dismissed had he/she not resigned first). The reasons for such an order are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Statutory guidance is available to support "consideration", which must be genuine.

Please see the Safe Recruitment of Staff Policy, Supervision of Staff Policy, and Staff Code of Conduct Policy.

Supporting pupils

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable and secure element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum;
- The school ethos which promotes a positive, supportive and secure environment and gives the pupil a sense of being valued;
- The school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred;
- Liaison with other agencies that support the pupil such as social services, child and adult mental health services, the education welfare service and educational psychology service;
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

Physical Contact with Pupils

All staff should be aware of issues related to physical contact with pupils and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body. In the event of physical restraint it is important that only the minimum amount of physical contact and force is used in order to prevent the pupil from causing injury to themselves, others or property. Following such an intervention an incident form should be completed and the Head Teacher immediately informed.

There are some occasions when physical contact may be appropriate. The need for physical contact for a child in the Early Years Foundation Stage (EYFS) will be greater than for older children, for example, including support with toileting or changing clothes. Physical contact should always comply with the school's Intimate or Personal Care Policy. Physical contact may be necessary to demonstrate a required action or correct a technique, for example in PE or Games lessons, music lessons, and extra-curricular clubs such as Gym & Dance or Yoga. The appropriate policies have been made available to parents, who have signed the relevant consent form.

Please see the Staff Code of Conduct Policy, Intimate or Personal Care Policy, Extra-Curricular Club Policies and Risk Assessments.

EYFS Pupils

Early years providers have a duty under section 40 of the *Childcare Act 2006* to comply with the safeguarding and welfare requirements of the *Statutory Framework for the early years foundation stage* (EYFS Framework). At Heath House the Early Years Foundation Stage (EYFS) staff complete safeguarding training that enables them to recognise signs of potential abuse and neglect. The school designates the Head Teacher Mrs Sophia Laslett, as listed on page 2, to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate.

The school will inform Ofsted of any allegations of serious harm or abuse by any person living (no permission is given for any person to live on any of the school premises), working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. The school will inform Ofsted as soon as is reasonably practicable, but at the latest within 14 days.

Policy for the use of Mobile Phones and Digital Photography

Children have their photographs taken to provide evidence of their achievements for development records and displays. Staff, visitors, volunteers and students are not permitted to use their own mobile phones or cameras to take or record images of children for their own records. Each class has a Tablet which staff are encouraged to use to take photos. Please refer to the Tablet Agreement. All Staff ensure that their mobile phones are off and stored securely during teaching hours.

Please see Staff Code of Conduct Policy and the Staff and Volunteer Acceptable Use of Technology Policy.

Online Safety and 'E-safeguarding'

KCSIE (2019) states that online safety issues 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; adults;
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm;

As schools increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. Staff and volunteers are required to abide by the Staff and Volunteer Acceptable Use of Technology Policy and Tablet Agreement.

The School operates password-protected Wi-Fi across its buildings with adequate firewalls in place. Pupils are not given access to the school Wi-Fi, and only access the Internet via the school laptops during class time and under supervision. It is recognised that with 3G/4G available, staff need to remain alert for the misuse of technology not provided by the school. Pupils are not allowed to bring their own electronic devices to school,

this includes mobile telephones. The only exception to this is pupils in Year 6 who may bring a mobile phone to school if they travel to/from school alone, and only with the express permission of the Head Teacher or Deputy Head Teacher. On arrival at school, pupils hand their mobile phones to their form tutor; it is returned to them at the end of the school day. Pupils are not allowed to use their mobile phone during the school day, and may only use their mobile phone under the supervision of a teacher to contact their parents, guardian or carer to confirm their arrival at and departure from school.

It is the school's policy that pupils are supervised at all times when using ICT equipment and the Internet, or viewing Internet content during lessons.

Where age appropriate, pupils should be informed of and be able to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Potential risks of going online include: exposure to and sharing of explicit material (including sexting); grooming; radicalisation; exploitation; identity theft; cyber-bullying; cyber hacking. Pupils are taught about online safety in order to reduce risks and build resilience, including to radicalisation; this is delivered in age appropriate ways as part of PSHE and during Computing/ICT lessons.

Outside of school hours it is the responsibility of parents, guardians and carers to safeguard their child and protect them from the risks associated with going online, using the Internet, and social media. The school does not allow pupils to access social media sites and applications using the school's laptops or any other devices, and asks for parents to support the school in this by prohibiting their children from accessing social media sites and applications for example, Facebook, Instagram, Pinterest, YouTube, Snapchat, Twitter, Vine and WhatsApp, from home or personal electronic devices. Primary school age children fall below the minimum age restrictions for users of these and similar sites and applications. It is worth considering that such sites will not necessarily have procedures in place to make them suitable places for younger children. If the school receives information that a child is using a social media site or application that they fall below the minimum age user restriction for, the school will contact the child's parents to request they restrict access to the site. For advice on how to talk to children about online safety see: <https://www.thinkuknow.co.uk>

The school recommends the following 'Parents and Carers resource sheet' produced by Childnet International as a useful source of information and resources about online safety: <http://www.childnet.com/ufiles/parents-factsheet-11-16.pdf> Hard copies of the fact sheet are available from the School Office.

Sexting

The school follows advice about sexting in schools from the UK Council for Child Internet Safety (UKCCIS): *Sexting in schools and colleges*.

UKCCIS states the following:

'This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal. Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and

confidently to ensure that children are safeguarded, supported and educated.’

All incidents involving youth produced sexual imagery should be dealt with as a safeguarding concern and responded to in line with procedures set out within this policy. The response to these incidents should be guided by the principle of proportionality and the primary concern at all times should be the welfare and protection of the young people involved.

When an incident involving youth produced sexual imagery comes to the attention of a member of staff:

- The incident should be referred to the DSL as soon as possible;
- The DSL should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm;
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children’s social care and/or the police immediately.

The school welcomes any questions that staff or parents, carers, or guardians may have about e-safeguarding and online safety. If you would like to speak to the Mrs Laslett about online safety then please contact the School Office on 020 8297 1900.

For further advice, or to report concerns, contact Child Exploitation & Online Protection (CEOP) using the details in Appendix 1. Links to further advice and information from relevant agencies is also included in Appendix 1.

If you have any concerns related to the welfare or safety of a child, including online-safety and safeguarding (sometimes known as ‘e-safeguarding’) please contact the Designated Person and safeguarding lead without delay. The school’s Designated Person and safeguarding lead is Mrs Sophia Laslett, Head Teacher. In Mrs Laslett’s absence, Mr Richard Laslett, Deputy Head Teacher should be contacted. In Mr Richard Laslett’s absence please contact Mrs Elena Laslett-Shaw.

Signed:



Sophia Laslett – Head Teacher

Internal use only

Last reviewed	9 September 2019
	19 February 2019

	6 September 2018
	9 March 2018
	15 September 2017
	6 March 2017
	22 November 2016
	1 November 2016
	25 February 2016
Date for review	19 February 2020

APPENDIX 1

Contact Details - Lewisham

Children's Social Care

First Floor
1 Laurence House
Catford Road
SE6 4RU

Tel: 020 8314 6000

Lewisham Multi Agency Safeguarding Hub (MASH)

During Office hours: Lewisham's MASH Tel: 020 8314 6660

Out of Office hours: Emergency Duty Team Tel: 020 8314 6000

Email: mashagency@lewisham.gov.uk

Web: <https://www.lewisham.gov.uk/myservices/socialcare/children/keeping-children-safe/multi-agency-safeguarding-hub/Pages/default.aspx>

Lewisham Safeguarding Children Board

Kaleidoscope Child Development Centre
32 Rushey Green
SE6 4JF

Web: <http://www.safeguardinglewisham.org.uk/lscb>

Tel: 020 8314 8604

Email: safeguardingboard@lewisham.gov.uk

Lewisham Local Authority Designated Officer, LADO

Finola Owen
Local Authority Designated Officer (LADO) & Child Protection Chairperson
Quality Assurance Service
1st Floor Laurence House
1 Catford Road
London
SE6 4RU

Tel: 020 8314 3114

Email: lewishamLADO@lewisham.gov.uk

Early Intervention Service (EIS)

Tel: 020 3228 9300

CAF forms available for download from: <https://www.slam.nhs.uk/our-services/service-finder-details?CODE=SU0393>

CEOP (Child Exploitation & Online Protection)

Web: <https://ceop.police.uk/safety-centre/>

DBS Disclosure and Barring Service

Tel: 03000 200 190

Ofsted

National Business Centre
Piccadilly Gate
Manchester
M1 2WD

Tel: 03001231231

Prevent - Support and advice about extremism

Lewisham Prevent programme

Tel: 07710 387 930

Email: prevent@lewisham.gov.uk

The local police force

Call Lewisham Police using Tel: 101

The non-emergency police number:

Tel: 101

DfE helpline and mailbox for non-emergency advice for staff and governors:

Tel: 020 7340 7264

Email: counter-extremism@education.gsi.gov.uk



HEATH HOUSE PREPARATORY SCHOOL

CONCERN FORM

Staff must complete this form if they are concerned about a child.

DATE AND TIME:	NAME OF CHILD:
NAME OF CONCERNED MEMBER OF STAFF :	WHO MADE THE DISCLOSURE? (Child told the teacher/child told their friend who then told the teacher/ teacher noticed independently)
WHERE THE INCIDENT TOOK PLACE:	WHEN DID IT HAPPEN AND WHAT TIME:
OBJECT/IMPLEMENT USED:	MARK/BRUISE LEFT? WHERE?
RECORD OF WHAT CHILD HAS SAID IN THEIR OWN WORDS:	
ONE OFF OR HAPPENED BEFORE?	ANY OTHER CONCERNS WITH THE FAMILY?
Signed by person completing the form:	Date:

APPENDIX 3

The London Child Protection Procedures and the Threshold Document: Continuum of Help and Support are available for staff to consult in the School Office.

The London Child Protection Procedures are available from: <http://www.londoncp.co.uk/>

The Threshold Document is available from: http://www.londoncp.co.uk/files/revised_guidance_thresholds.pdf

The Threshold Criteria: Section 47 of the Children Act 1989 (Reproduced from the Threshold Document)

Section 47, Children Act 1989: Child Protection enquiries [Tier 4]
The table below is an indicator guide of the type of circumstances which would lead to a S47 assessment. This table is intended as a guide and is not exhaustive. Reference should also be made to the London Child Protection Procedures 5th edition. http://www.londonscb.gov.uk/procedures/
Any allegation of abuse or neglect or any suspicious injury in a pre- or non-mobile child.
Allegations or suspicions about a serious injury / sexual abuse to a child.
Two or more minor injuries in pre-mobile or non-verbal babies or young children (including disabled children).
Inconsistent explanations or an admission about a clear non-accidental injury.
Repeated allegations or reasonable suspicions of non-accidental injury.
A child being traumatised injured or neglected as a result of domestic violence.
Repeated allegations involving serious verbal threats and/or emotional abuse.
Allegations / reasonable suspicions of serious neglect.
Medical referral of non-organic failure to thrive in under-fives. .
Direct allegation of sexual abuse made by child or abuser's confession to such abuse.
Any allegation suggesting connections between sexually abused children in different families or more than one abuser.
An individual (adult or child) posing a risk to children.

Any suspicious injury or allegation involving a child subject of a current child protection plan or looked after by a local authority.
No available parent and child vulnerable to significant harm (e.g. an abandoned baby).
Suspicion that child has suffered or is at risk of significant harm due to fabricated or induced illness.
Child/ren subject of parental delusions.
A child at risk of sexual exploitation or trafficking.
Pregnancy in a child aged under 13.
A child at risk of FGM, honour based violence or forced marriage.