



**Waltham Forest
Dyslexia Association**
Opening doors for dyslexics since 1989

WALTHAM FOREST DYSLEXIA ASSOCIATION

Safeguarding and Child Protection Procedures

**Waltham Forest Dyslexia Association Board of Trustees
May 2025**

**These procedures should be read in conjunction with our
Safeguarding and Child Protection Policy (May 2025)**

COVID-19 Measures

Important Announcement Update

Although since 2021, we have been 'living with COVID-19', some concerns remain around transmission of the virus, especially among young people in school environments. Therefore, the majority of our dyslexia teaching service remains as an on-line service, with a few services now being 'face to face'. This situation will continue to be monitored and reviewed as necessary.

This means that we will continue working according to the new additional guidelines that Waltham Forest Dyslexia Association implemented in April 2020 (last updated May 2025), for Trustees, staff, screeners, tutors and students. These guidelines still apply to WFDA's Board of Trustees and staff members, as well as all service users including screeners, tutors, students and parents/carers.

These additional guidelines can be found in:

- WFDA's Remote Working Safeguarding Policy
- WFDA's On-line Tutoring Risk Assessment
- WFDA's Acceptable Use of Technology Policy Agreement

It should be noted that these additional guidelines do not replace WFDA's Safeguarding and Child Protection Policy and Procedures but work alongside them.

These additional guidelines include:

- identifiable associated risks with using on-line platforms and teaching remotely
- additional awareness of safeguarding and child protection issues to protect children and young people from bullying and/or significant harm from other individuals using the service, including tutors, other students, family members and other adults
- an agreement for appropriate behaviour of all individuals (tutors, students and parents/carers) which must be signed by tutors, students and parents/carers

To safeguard all service users, all on-line teaching sessions should be recorded. Tutors must keep appropriate attendance registers and forward these each week to WFDA's Chair of Trustees and the Designated Safeguarding Lead for monitoring purposes.

If tutors are concerned at any time about the welfare of any students, or their family members, during the teaching sessions they should follow **WFDA's Safeguarding Policy and Procedures** guidelines and inform the **Designated Safeguarding Lead** immediately. They should ensure that the video/audio recordings of the session are available in case this evidence is needed for any future child protection investigation.

These additional guidelines will remain in place and reviewed regularly.

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Waltham Forest Dyslexia Association

Safeguarding and Child Protection Procedures

These procedures should be read in conjunction with our Safeguarding and Child Protection Policy (May 2025)

Everyone has a responsibility to keep children and young people safe so these procedures apply to all staff, trustees, sessional tutors and screeners, volunteers, anyone working on behalf of Waltham Forest Dyslexia Association and all our service users.

All concerns about the welfare of a child or young person, including suspicions and allegations of abuse, will be taken seriously and must be reported to the Designated Safeguarding Officer (DSO) for Child Protection who will take the necessary measures to ensure the safety of the child or young person.

The purpose of these procedures

To give clear guidelines to all staff, trustees, sessional tutors and screeners, volunteers or anyone working on behalf of Waltham Forest Dyslexia Association and all our service users on what to do if you have a concern about a child or young person, including:

- how we aim to safeguard and protect all children and young people
- who to speak to if you have a concern about a child or young person and the role of the Designated /safeguarding Officer (DSO)
- how to report a concern about a child or young person
- the types of abuse a child or young person may be at risk of
- the signs and symptoms of different types of abuse
- how to deal with a disclosure of abuse by a child or young person
- how we manage allegations against staff, trustees, sessional tutors, screeners and volunteers
- how we use safe recruitment measure for all staff, trustees, sessional tutors and screeners, volunteers to ensure the safety of children and young people using our services
- how we deal with confidentiality, privacy and record keeping, including the use, sharing and storing of photographs, images and videos, audio recordings and the use of social media and on-line platforms (Zoom, Skype, Google Classroom etc.).
- other agencies we work with to ensure the safety of all children and young people
- whistleblowing and complaints about Waltham Forest Dyslexia Association
- anti- bullying measures
- reporting accidents

We will aim to safeguard and protect all children and young people by:

- Adopting safeguarding guidelines through clear procedures, guidelines and a code of conduct for staff, trustees, tutors and screeners, volunteers and anyone working on behalf of Waltham Forest Dyslexia Association.
- Sharing information about safeguarding and child protection and good practice with service users including children, young people, parents/carers, staff trustees, tutors and screeners, volunteers and anyone working on behalf of Waltham Forest Dyslexia Association.
- Sharing information about concerns with child protection agencies and the police, and involving parents/carers, children and young people appropriately.
- Carefully following the procedures for safer recruitment and selection of staff, trustees, tutors and screeners, volunteers and anyone working on behalf of Waltham Forest Dyslexia Association. We will ensure that they are all checked through the Disclosure and Barring Service (DBS) and that they all have an enhanced up-to-date DBS specifically for Waltham Forest Dyslexia Association. A record of all DBS numbers and dates for renewal are held by the Designated Safeguarding Officer.
- Ongoing and up-to-date appropriate safeguarding and child protection training for all staff, trustees, tutors and screeners, volunteers and anyone working on behalf of Waltham Forest Dyslexia Association.

Who to speak to if you have a concern about a child or young person

If you have any concerns about the welfare or safety of any child or young person using our services, including siblings or other children in the care of parents or carers using our services, then you should speak to the **Designated Safeguarding Officer for Child Protection**, or any member of staff who will support you with your concern.

Our Designated Safeguarding Officer for Child Protection is:

Revd. Carol Newnham

Tel: 07904887834

email: safeguarding@wfda.org.uk

Details of our safeguarding policy and procedures and how to contact the DSO are also on our website: <https://wfda.org.uk/safeguarding>

The role of the Designated Safeguarding Officer for Child Protection is to:

- listen to your concerns, take them seriously and reassure you that all concerns will be dealt with in the appropriate manner and without delay
- obtain information from staff, tutors, screener, trustees, volunteers, children or parents and carers who have safeguarding concerns and to record this information using the **WFDA 'Child Protection/Safeguarding Expression of Concern Form'** (Appendix 2).
- assess the information quickly and carefully and ask for further information as appropriate to clarify the concern and/or situation involving the child or young person
- consult with a statutory child protection agency such as the **Waltham Forest Multi Agency Safeguarding Hub (MASH)** or the **NSPCC** for advice and support for any concerns they may have regarding the safety of a child or young person and to clarify the appropriate next steps to take to protect the child or young person
- if abuse is suspected, or there are clear signs of abuse, or it is felt that the child is in danger of immediate harm, the Designated Safeguarding Officer should make a referral to the **Waltham Forest Multi Agency Safeguarding Hub (MASH)** or the **NSPCC** or the **police** without delay using the contact numbers below and completing the **'WFDA Confidential Recording Form'** (Appendix 2) as additional information may be needed by these agencies.

Waltham Forest Multi-Agency Safeguarding Hub (MASH)

Tel: 020 8496 2310 email: MASHrequests@walthamforest.gov.uk

NSPCC Helpline

Tel: 0808 800 5000 email: help@nspcc.org.uk

Police

Tel: 999 emergency call

Waltham Forest Local Police

Tel: 101

Child Exploitation and On-line Protection (CEOP) www.ceop.police.uk

Waltham Forest Prevent Team

Tel: 020 8496 3000 email: Prevent@walthamforest.gov.uk

How to report any concerns about the welfare or safety of a child or young person using our services

Waltham Forest Dyslexia Association recognise that not all concerns raised will be child protection issues but are committed to responding quickly to all concerns and refer to the appropriate agencies if a child or young person is considered to be at risk of abuse, neglect or harm, including self-harm.

You may become concerned about a child or young person in a number of ways:

1. A child or young person may tell (disclose) that s/he or someone else has been or is being abused
2. There may be concerns due to the person's behaviour or presentation
3. Concerns may be raised about the behaviour of an adult, who may be a member of staff, trustee, tutor, screener, volunteer, another professional or a member of the public
4. A parent, carer, relative or member of the public might share their concerns about a child or young person

In all instances you should speak directly to the Designated Safeguarding Officer for Child Protection. You may also phone or email the Designated Safeguarding Officer for Child Protection using the contact numbers above.

If the Designated Safeguarding Officer for Child Protection is unavailable then you should speak to a member of staff, tutor, screener, volunteer, or trustee who will support you.

It is the right of any individual to make direct referrals to the child protection agencies or the police.

If for any reason you are unable to contact the Designated Safeguarding Officer for Child Protection or are unable to share your concerns with anyone within Waltham Forest Dyslexia Association or believe that the Designated Safeguarding Officers for Child Protection have not responded appropriately to your concerns, then it is your responsibility to contact the child protection agencies above or the police directly in order to safeguard and protect all children and young people.

If you become concerned about a child or young person (due to their behaviour, presentation or other reason)

- Do not trivialise or dismiss your concerns
- If the behaviour may be sexually harmful to other young people do not explain it away as 'normal'
- Report your concerns to your Designated Person as soon as you can, and definitely before the end of the activity/day

Information that may seem trivial can frequently form the missing piece of the puzzle and lead to protective action being taken.

Children or young people who display sexually harmful behaviour need to have an assessment of their needs, including possible needs for protection.

Using the **WFDA 'Child Protection/Safeguarding Expression of Concern Form'** (Appendix 2) and '**Child Body Map Diagram for Recording Injuries Form'** (Appendix 3)

These forms are designed to record any physical injuries noticed; details of the children or young person you are concerned about; your name and contact details; the date and time of the concern raised or incident; brief details of the concern or incident; and the action taken by the Designated Safeguarding Officer for Child Protection.

The Designated Safeguarding Officer for Child Protection; the Class Co-ordinator and all tutors and screeners have hard copies of the form available. There are also hard copies of the form available by our class notice board. An electronic version is available by emailing the Designated Safeguarding Officer for Child Protection at safeguarding@wfda.org.uk

The **WFDA 'Child Protection/Safeguarding Expression of Concern Form'** can be used in a number of ways:

1. you can record your concerns about a child or young person on it and hand it directly to the Designated Safeguarding Officer for Child Protection for actioning
2. you can record your concerns about a child or young person on it and place it in a sealed envelope marked '**Confidential**' and addressed to the **Designated Safeguarding Officer for Child Protection** and give it to a member of staff, trustee, tutor, screener or volunteer. They will ensure it is passed to the Designated Safeguarding Officer for Child Protection for actioning without delay
3. you can scan a hard copy of the completed form and email it to our designated email address: safeguarding@wfda.org.uk
4. you can complete an electronic copy and email it to our designated email address: safeguarding@wfda.org.uk

The '**WFDA Child Body Map Diagram for Recording Injuries Form**' should only be used if you notice any physical injury or injuries on a child or young person you are raising a concern about. You should:

- write the child or young person's details on each page used (name, date of birth, male or female)
- write your name, role/job position on each page you use
- write the date and time of observation
- record in drawing (and words if necessary for clarification) the injury and the site of the injury or injuries on the appropriate body picture
- sign and date each page
- include all pages used with the **WFDA 'Child Protection/Safeguarding Expression of Concern Form'** and pass to the Designated Safeguarding Officer for actioning

Categories of child abuse and how to recognise them

Abuse can take place in any setting, public or private, and can be perpetrated by anyone including other children and young people.

All staff, trustees, tutors, screeners and volunteers of Waltham Forest Dyslexia Association will receive regular training on the different types of abuse children and young people are at risk of and how to recognise them.

It is their role to identify and report concerns relating to the welfare of all children and young people accessing our services and **not** to decide if any abuse has occurred or to confront any suspected abuser.

There are four main categories of abuse:

- neglect
- physical abuse, including domestic abuse
- emotional or psychological abuse
- sexual abuse, including harmful sexual behaviour, child sexual exploitation and grooming

Other categories of abuse are:

- child trafficking
- female genital mutilation
- on line abuse
- bullying and cyberbullying
- extremism
- spiritual abuse within faith communities

Recognising abuse can be difficult and it is easy to jump to the wrong conclusions when you are concerned about a child or young person's welfare as not all concerns raised will be child abuse. However, this should not prevent you from reporting any concerns as your one concern may form part of a much bigger worry, from more than one organisation, about a child or young person's welfare and may help to build up a case that could lead to the child or young person needing protection from possible or real abuse.

Whilst some categories of abuse have some very clear signs and symptoms (eg. physical abuse and neglect) some are much harder to discern (emotional, on-line, bullying) and both abuser and victim may go to extraordinary lengths to hide the abuse.

There are also overlaps between different categories of abuse and more than one type of abuse can have the same of similar signs and symptoms. A child or young person may also be being subjected to more than one type of abuse at the same time so don't hesitate to make your concerns known to the Designated Safeguarding Officer, a child protection agency such as the NSPCC, Waltham Forest Multi-Agency Safeguarding Hub or the police.

A full description of the different categories of abuse and the signs and symptoms to look out for are to be found at the end of these procedures in the Appendices section (Appendix 1).

How to deal with a disclosure of abuse by a child or young person

If a child or young person makes a disclosure of abuse to you this may be the only opportunity they have to tell someone. It is important to ensure that they can feel confident explaining what is happening, or has happened, to them. It is also vital that you do not ask leading questions which may influence what they say or report. The following steps, using the **'Tell, Explain, Describe' (TED)** principle, will help you to manage their disclosure and keep them safe.

- **Listen carefully to the child.** Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking
- **Let them know they've done the right thing.** Reassurance can make a big impact to the child who may have been keeping the abuse secret
- **Tell them it's not their fault.** Abuse is never the child's fault and they need to know this
- **Say you will take them seriously.** A child could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person who will listen to and support them.
- **Don't talk to the alleged abuser.** Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child
- **Explain what you'll do next.** If age appropriate, explain to the child you'll need to report the abuse to someone who will be able to help
- **Don't delay reporting the abuse.** The sooner the abuse is reported after the child discloses the better. Report as soon as possible so details are fresh in your mind and action can be taken quickly.

Helpful statements to make:

- 'I believe you' (or showing acceptance of what the child or young person says).
- 'Thank you for telling me'.
- 'It's not your fault'.
- 'I will help you'.

Do not say

- 'Why didn't you tell anyone before?'
- 'I can't believe it!'
- 'Are you sure that this is true?'
- 'Why? Who? When? Where?'

Never make false promises or say you'll keep it a secret. Remember to always think 'TED' (tell, explain, describe) when dealing with disclosures.

Reporting a child or young person's disclosure of abuse is not a betrayal of their confidence. It is your duty and is also necessary to allow protective action to be taken in relation to them and any other children.

If you feel a child or young person may be going to tell you about abuse, but then stops or tells you something else, let them know that you are always ready to listen to them and/or remind them of the Childline number 0800 1111 and website <https://www.childline.org.uk/>

If the child or young person has communication difficulties or English is not their first language, pass this information on so that an appropriate interpreter can be identified.

The following steps should be followed in order to report the abuse

- Make notes as soon as possible (ideally within 1 hour of being told). You should write down exactly what the child or young person has said and what you said in reply and what was happening immediately before being told (i.e. the activity being delivered).
- You should record the dates, times and when you made the record. All hand written notes should be signed and kept securely. The WFDA 'Child Protection/Safeguarding Expression of Concern Form' should be completed as soon as possible but don't delay reporting the abuse.
- You should report your discussion to the Designated Safeguarding Officer for Child Protection as soon as possible. If this person is implicated you need to report to the deputy Designated Safeguarding Officer for Child Protection, the Chair of Trustees, a child protection agency or the police.
- You should under no circumstances discuss your suspicions or allegations with anyone other than those nominated above.
- After a child or young person has disclosed abuse the Designated Safeguarding Officer for Child Protection will contact the Waltham Forest Multi-Agency Safeguarding Hub (MASH) team or the police to discuss putting safety measures into effect and for advice on whether or not it is safe for the child or young person to return home to what may be a potentially abusive situation.

Support for you to deal with the aftermath of a disclosure of abuse

At Waltham Forest Dyslexia Association we understand that it can be very distressing to hear about the abuse a child or young person is experiencing or has experienced so we will ensure that you get the necessary support that you need in order for you to process the information you have been given and protect yourself from any mental or emotional distress.

The use of help lines (such as NSPCC), support groups and counselling may help. The British Association for Counselling and Psychotherapy Directory is available from:

The British Association for Counselling and Psychotherapy (BACP)
BACP, 15 St John's Business Park, Lutterworth, Leicestershire LE17 4HB,
United Kingdom

Tel: 01445 883300

Email: bacp@bacp.co.uk

How we manage allegations against a member of staff or anyone working on behalf of Waltham Forest Dyslexia Association

Waltham Forest Dyslexia Association recognise that abuse may be committed by anyone, including members of staff, trustees, tutors, screeners and volunteers so will take any concerns relating to alleged abuse or misconduct seriously.

We are committed to fully supporting and protecting anyone, who in good faith reports his or her concern that a colleague is, or may be, abusing a child or young person.

If you become concerned about the behaviour of an adult:

- Do not dismiss your concerns
- Do not confront the person about whom you have concerns
- Report your concerns to your Designated Person as soon as you can, and definitely before the end of the activity/day

It is VERY IMPORTANT you do not ignore or dismiss suspicions about another professional or colleague, however well or little you know them, or whatever position they may occupy in their organisation.

Where there is a complaint against anyone working on behalf of Waltham Forest Dyslexia Association our safeguarding and child protection procedures will be followed and will lead to a full investigation. Three types of investigation will be considered:

- A criminal investigation
- A social services child protection investigation
- A disciplinary or misconduct investigation

The results of any police and/or social services child protection investigations are likely to influence the disciplinary or misconduct investigation.

Concerns about suspected abuse

- Any suspicion that a child or young person has been, or is being, abused by anyone working on behalf of Waltham Forest Dyslexia Association should be reported to the Designated Safeguarding Officer for Child Protection, who will take such steps as considered necessary to ensure the safety of the child or young person in question and any other child or young person who may be at risk.
- The Designated Safeguarding Officer for Child Protection will refer the allegation to Waltham Forest's Local Authority Designated Officer (LADO), who may involve the police, or go directly to the police.

- The parents or carers of the child or young person will be contacted as soon as possible following advice from Waltham Forest's Local Authority Designated Officer (LADO) or police.
- If the Designated Safeguarding Officer for Child Protection is the subject of the suspicion/allegation, the report must be either, made to the Chair of Trustees, who will refer the allegation to Waltham Forest's Local Authority Designated Officer (LADO) or the police, or the person raising the concern can contact an appropriate safeguarding and child protection agency or the police directly.

Concerns about poor practice:

- If, following an investigation, the allegation is clearly about poor practice involving the individual; this will be dealt with by the Board of Trustees as a misconduct issue in an internal disciplinary hearing.
- If the allegation is about poor practice by the Designated Safeguarding Officer for Child Protection, or if the matter has been handled inadequately and concerns remain, the Chair of Trustees will decide how to proceed with the allegation and whether or not the Board of Trustees should initiate disciplinary proceedings.

Internal Enquiries and Suspension

- The Designated Safeguarding Officer for Child Protection will make an immediate decision regarding the temporary suspension, pending further police and social services child protection inquiries, of any individual accused of abuse or suspected abuse.
- Irrespective of the findings of any social services child protection or police inquiries Waltham Forest Dyslexia Association will assess all individual cases to decide whether the person working on their behalf can be reinstated and how this can be managed safely and sensitively. This may be a difficult decision, particularly where there is insufficient evidence to uphold any action by the child protection agencies involved or the police. The welfare of the child or young person will remain of paramount importance throughout and in such cases, Waltham Forest Dyslexia Association will take a decision based upon the available information, which could suggest that on a balance of probability it is more likely than not that the allegation is true.

Support and Training for Safeguarding and Child Protection

We are committed to ensuring that all Waltham Forest Dyslexia Association staff, trustees, tutors, screeners and volunteers undertake basic on-line safeguarding training, through the NSPCC or similar child protection agency, every 3 years. In addition, as a refresher course, they will annually complete

WFDA's own on-line safeguarding and child protection training, which includes "Prevent" on-line training, leading to face-to-face 'in-house' training with the Designated Safeguarding Officer to discuss learning and updates. A list of everyone who has completed the appropriate on-line and face-to-face safeguarding training and the date this is due for renewal is held by the Board of Trustees and Designated Safeguarding Officer.

Our lead Designated Safeguarding Officer will have appropriate annual face-to-face refresher training on safeguarding and child protection through the NSPCC or similar child protection agency at a level suitable for this role.

Supervision and monitoring of activities

Before any activity starts, the Designated Safeguarding Officer for Child Protection shall ensure that adequate risk assessments and service user protection procedures are in place and that these are updated regularly.

We expect all staff, trustees, tutors, screeners and volunteers to treat all children and young people with dignity and respect in their attitude, language and actions.

We will aim to protect children and young people from abuse and our staff, trustees, tutors, screener and volunteers from false allegations by adopting the following guidelines:

- A risk assessment of the host school's premises is completed annually and updated as required. All staff, trustees, tutors, screener, volunteers are aware of the potential risks to all children, young people and adults attending WFDA's classes or summer project.
- Each parent/carer or young person will fill out a consent/members form for each child/young person attending our classes or summer project as applicable.
- We will keep a register of all attendees at our activities and include arrival and departure times.
- We will keep a signing in sheet for all adults who are involved with our classes or summer project (staff, trustees, tutors, screener, volunteers, parents and visitors).
- Our staff, trustees, tutors, screener, volunteers will record any accidents in the accident book and any concerns regarding the welfare of a child or young person using the WFDA 'Child Protection/Safeguarding Expression of Concern Form' (**Appendix 1**). All reported accidents, incidents or cause for concerns should be passed to the Designated Safeguarding Officer for Child Protection for further action.
- As our tutors and screeners work on a one-to-one basis with some children or young people, it is necessary that they will be alone with

them during the class sessions or screening. We aim to follow the **'Lone Working'** guidelines to protect both the children and young people and our tutors and screeners. We carry out enhanced DBS checks (previously CRB) every 3 years for all tutors and screeners. A record of their DBS numbers and dates of renewal is held by the Class Coordinator and Designated Safeguarding Officer.

- We recognise that physical touch between adults and children can be healthy and acceptable in public places. However, our staff, trustees, tutors, screeners and volunteers are discouraged from this in circumstances where they are alone with a child or young person.
- Where it is necessary for tutoring to be moved to an on-line service additional guidelines need to be followed. These can be found in WFDA's Remote Working Safeguarding Policy, WFDA's On-line Tutoring Risk Assessment and WFDA's Acceptable Use of Technology Policy Agreement. These guidelines include identifiable associated risks with using on-line platforms and teaching remotely; additional awareness of safeguarding and child protection issues to protect children and young people from bullying and/or significant harm from other individuals using the service, including tutors, other students, family members and other adults); an agreement for appropriate behaviour of all individuals (tutors, students and parents/carers) which must be signed by tutors, students and parents/carers. In order to safeguard all service users all teaching sessions should be recorded. Tutors must keep appropriate attendance registers and forward these each week to WFDA's Chair of Trustees for monitoring purposes.

If tutors are concerned about the welfare of any students, or their family members, during the teaching sessions they should follow WFDA's Safeguarding Policy and Procedures guidelines and inform the Designated Safeguarding Lead immediately. They should ensure that the video/audio recordings of the session are available in case this evidence is needed for any future child protection investigation.

Safe recruitment and vetting of staff, trustees, tutors, screeners and volunteers

We will aim to ensure, as far as is possible, that anyone, paid or voluntary, who seeks to work with children and young people at our core services or other activities and who gains substantial access to them is as safe to do so in child protection terms as can be guaranteed.

We recognise that in family based community groups many volunteers are recruited informally on personal recommendation from members. We are aware that while the vast majority of staff and volunteers are wholly trustworthy and have the interests of the children at heart, informal

recruitment can make groups extremely vulnerable to infiltration by people who mean children or young people harm.

In recruiting and appointing staff, trustees, tutors, screeners and volunteers we will be responsible for the following:

- All members of staff, tutors, screeners, trustees and volunteers will be appointed by two senior members of the Board of Trustees or a senior trustee and the lead tutor if it is a teaching role.
- Everyone, prior to appointment, will:
 - be given a clear job or role description, setting out expectations for their work and conduct including their understanding of safeguarding and how it is an essential consideration for any role within WFDA
 - show that they meet a person specification for the post or role
 - supply the names of two referees who will be contacted personally
 - be required to provide evidence of a recent Enhanced Disclosure Barring Services (DBS) (previously Criminal Record Bureau) check on appointment and complete a new enhanced DBS check, specific to Waltham Forest Dyslexia Association, on appointment, and every three years thereafter. This will give photographic and other evidence of identity, and includes a formal declaration of any criminal convictions.
 - be given a copy of WFDA's Safeguarding and Child Protection Policy and WFDA's Safeguarding and Child Protection Procedures on induction
 - be required to complete the WFDA on-line Child Protection and Prevent awareness training prior to their induction and complete the NSPCC basic on-line child protection training after induction and within 3 months of their appointment.

All our DBS applications are applied for through Atlantic Data (an umbrella company). <https://www.disclosures.co.uk>

Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "*due regard to the need to prevent people from being drawn into terrorism*".

We will work in partnership with the Waltham Forest Prevent Team for guidance and support.

Contact details: Tel: 020 8496 3000 Email: Prevent@walthamforest.gov.uk

This duty is known as the “Prevent” duty and Waltham Forest Dyslexia Association will ensure that we adhere to and achieve the Prevent duty through appropriate Prevent Awareness training.

We will:

- provide appropriate training for staff to enable them to identify children and young people who may be at risk of radicalisation
- build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- ensure that our staff, trustees, tutors, screeners and volunteers understand the risks so that they can respond in an appropriate and proportionate way
- be aware of the online risk of radicalisation through the use of social media and the internet
- ensure our staff, trustees, tutors, screeners and volunteers, who have regular contact with children and young people using our services, are alert to changes in children and young people’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views)
- not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern
- build up an effective engagement with parents/carers and families (this is important as they are in a key position to spot signs of radicalisation)
- assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms
- We will ensure that our staff will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.

Confidentiality, Privacy and Record Keeping

At Waltham Forest Dyslexia Association we recognise the importance of keeping personal information about children, young people and their families, including any photographs, images, videos or audio recordings, safe and confidential.

General Data Protection Regulations (GDPR)

In May 2018 the new General Data Protection Regulations (GDPR) came into force with new guidelines about controlling data and processing personal information. We are therefore working towards complying with these new regulations relating to the information we hold on children, young people and their families, as well as, on all our staff, trustees, tutors, screeners and volunteers; the way we store and process this information; who we share this information with; individual's consent and privacy; individual's right of access to their personal data and retention of data.

It should be noted that data protection legislation does not prevent the sharing of information to keep a child safe and that consent is not required when sharing information for safeguarding and protecting the welfare of a child, however we aim to fully explain, to both the child and parent, our reasons for sharing any information we hold without their explicit agreement.

We aim to keep the information we hold about our service users to a minimum and only share this information with those people directly involved in supporting them such as tutors, screeners, the Children's Programme Manager and selected volunteers who may be supporting the tutors or students.

Personal information is held securely as both hard copies in locked cabinets and electronic copies on password protected computers/laptops.

Information we hold includes:

- Parental consent forms for children and young people using our face-to-face or on-line teaching services, including permission to take, use and share photographs, images and videos of their child solely for WFDA purposes such as celebrations of successes and fundraising
- Child, young person and parent/carer's names and addresses
- Parent/carers contact details (phone and email)
- Child or young person's date of birth and age
- Child or young person's gender (currently limited to 'male or female')
- Child or young person's school's names and addresses
- Details of the child or young person's early development and progress at school to assist with understanding their dyslexia difficulties and aid our tutors in devising an individual education plan for them
- Copies of any dyslexia screening reports or dyslexia assessment reports with copies of any assessment work relating to this

- Video and audio recordings from on-line teaching sessions in order to safeguard and protect all individuals using this service

In addition, the information our Screeners hold on individual children or young people includes:

- A child or young person's original dyslexia screening report

In addition, the information our Tutors hold on individual students includes:

- A child or young person's dyslexia screening report or dyslexia assessment report with copies of any assessment work relating to this
- A child or young person's previous and current individual education plans to monitor progress and inform future teaching sessions and to report progress to their parents/carers
- Teaching notes/lesson plans relating to individual children and young people to inform future learning needs
- Video and audio recordings from on-line teaching sessions in line with WFDA's Remote Working Safeguarding Policy

Sensitive information

We understand that some information we hold on children, young people and their families is highly sensitive but are aware that there may be times when this information will need to be shared outside of WFDA in order to protect the child or young person from any potential harm or abuse.

All sensitive information or documents, both hard copies and/or electronic copies, relating to concerns about the welfare of a child or young person will be held securely by the Designated Safeguarding Officer. This information will be shared with other child protection agencies or the police where a child or young person is considered at risk of harm from any type of abuse or self-harm.

The use of photographs, images and videos of children, young people and their families

We recognise that sharing photographs, images or videos of children, young people and their families in our publications, on our website, on social media or other online platforms carries potential risks of abuse or harm. It is of utmost importance that we safeguard them against this.

Children and young people will always be consulted about the use of their image and give consent to it being used and shared.

Photographs, images or videos of children under 16 years of age will only be used with the express written permission of their parent or the person with parental responsibility for them. Young people aged 16 and 17 years old may give consent for their image to be used, however, it may be deemed appropriate to still obtain parental consent, depending on the activity and the

young person's circumstances. If it is decided that parental consent is not needed, then consideration will be given as to whether we should still inform parents that the child's photograph is being shared. In most circumstances, parents have a legal parental responsibility for their children up to the age of 18.

More information of how we use, share and store photographs, images and videos of children, young people and their families can be found in WFDA's Photography and Filming Policy.

The use of Social Media

As technology develops, the internet and its range of services can be accessed through various devices including mobile phones, tablets, computers and game consoles. Although the internet has many positive uses, it provides the key method for the distribution of indecent images of children.

Furthermore, social networking sites, chat rooms and instant messaging systems are increasingly being used by online predators to "sexually groom" a child, young person or vulnerable adult. In addition, electronic communication is being used more and more by young people as a means of bullying their peers and distributing inappropriate images.

In order to safeguard Waltham Forest Dyslexia Association's staff, trustees, tutors, screeners and volunteers and the children, young people and families we work with, the good practice and behaviours outlined in WFDA's Acceptable Use of Technology Policy Agreement must be followed.

Using on-line platforms for remote teaching

With the introduction of on-line platforms such as, Zoom, Bramble, Skype, Google Classroom and FaceTime, for teaching remotely rather than face-to-face, since COVID-19, WFDA have in place additional guidelines to ensure the safety of all its service users, particularly tutors, students and parents/carers.

These additional guidelines can be found in:

- WFDA's Remote Working Safeguarding Policy
- WFDA's On-line Tutoring Risk Assessment
- WFDA's Acceptable Use of Technology Policy Agreement

These additional guidelines include:

- identifiable associated risks with using on-line platforms and teaching remotely
- additional awareness of safeguarding and child protection issues to protect children and young people from bullying and/or significant harm

from other individuals using the service, including tutors, other students, family members and other adults

- an agreement for appropriate behaviour of all individuals (tutors, students and parents/carers) which must be signed by tutors, students and parents/carers

In order to safeguard all service users all teaching sessions should be recorded. Tutors must keep appropriate attendance registers and forward these each week to WFDA's Chair of Trustees for monitoring purposes.

These additional guidelines work alongside WFDA's Safeguarding and Child Protection Policy and Procedures and any concerns about a child or young person's welfare and/or safety should be reported immediately to the Designated Safeguarding Lead using these procedures.

Retaining personal data

The General Data Protection Regulation states that personal data must be kept “*no longer than is necessary for the purposes for which the personal data are processed*” [Art.5(1)(e)].

All personal information and information relating to a child or young person’s educational progress will be kept for 5 years or until they are 18 years old, whichever is soonest.

All information relating to concerns about a child or young person’s welfare or directly related to child abuse, whether proven or not, will be kept until the child or young person reaches the age of 25 years. It is possible that this information may be needed in the future long after our association with the child or young person has ended. Therefore we have a duty to retain this type of information for longer.

Right of Access to Personal Data

Children have the same rights as adults over their personal data. These include the rights to access their personal data; request rectification; object to processing and have their personal data erased. An individual’s right to erasure is particularly relevant if they gave their consent to processing when they were a child.

Whilst we recognise that children may ask about, or ask to have access to, the data we hold on them, in accordance with GDPR guidelines, we reserve the right to refuse this where we make a judgement that the child is not yet mature enough to understand their rights or the information we hold about them. However, we also recognise that in the case of young children these rights are likely to be exercised by those with parental responsibility for them and we will give right of access to the child’s data to the person(s) who have parental responsibility for them.

Where we deem a child or young person is sufficiently mature enough to understand their rights and the information we hold on them, and they make a request to access this data, we will make this data available to them.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf

More information about how we gather, store, and use children, young people and their families’ data, photographs, images, videos and audio recordings can be found in our Data Protection policy.

Other agencies we work with to ensure the safety of all children and young people

At Waltham Forest Dyslexia Association we recognise that the safety and welfare of all children and young people using our services is of paramount importance.

To ensure their safety we work closely with a number of other organisations who are also committed to the safety and welfare of all children and young people.

For support and advice regarding concerns about a child or young person's welfare and for child protection issues we work in partnership with:

Waltham Forest Multi-Agency Safeguarding Hub (MASH)

Tel: 020 8496 2310 email: MASHrequests@walthamforest.gov.uk

NSPCC Helpline

Tel: 0808 800 5000 email: help@nspcc.org.uk

Police

Tel: 999 emergency call

Waltham Forest Local Police

Tel: 101

Child Exploitation and On-line Protection (CEOP) www.ceop.police.uk

Waltham Forest Prevent Team

Tel: 020 8496 3000 email: Prevent@walthamforest.gov.uk

Whistleblowing and complaints about Waltham Forest Dyslexia Association

Waltham Forest Dyslexia Association aim to provide the highest standards in terms of safeguarding and child protection through our members' exemplary conduct and good practice and the health and safety considerations of our working and recreational environments.

We recognise that everyone using our services and working for and on our behalf are entitled to feel safe, be free from any form of discrimination, treated with dignity and respect, and treated equally and fairly.

If this is found not to be the case then we expect that this will be drawn to our attention immediately. Therefore if you have a complaint against Waltham Forest Dyslexia Association or any of our staff, trustees, tutors, screeners, volunteers or anyone working for us or on our behalf then you can report this through our Whistleblowing or Complaints procedures.

Any member of staff, the board of trustees, tutors, screeners, volunteers or anyone working for us or on our behalf should report concerns using our

Whistleblowing procedures. Details on how to do this can be found in **Waltham Forest Dyslexia Association's Whistleblowing Policy**.

Any service user (parents/carers, child, young person) should report concerns using our Complaints procedures. Details on how to do this can be found in **Waltham Forest Dyslexia Association's Complaints Policy**.

If your concern is related to Waltham Forest Dyslexia Association's poor safeguarding and child protection practices and you believe a child is at risk of abuse or harm then you should report your concerns directly to Waltham Forest MASH, a child protection agency such as the NSPCC or the police.

If you have made your complaint in writing to us and are not satisfied that we have dealt with it appropriately then you can contact the Charity Commission and report your concern about Waltham Forest Dyslexia Association to them.

Further information on making complaints against a charity can be found at:
<https://www.gov.uk/complain-about-charity>

Anti-bully measures

Waltham Forest Dyslexia Association recognises that bullying, whether physical or emotional, in person or on-line, through instant messaging, phone or email, is a form of abuse and as such will not tolerate it and will seek to protect any individual who is being bullied or at risk of bullying whether they are a child, young person or adult. We will support them to deal with the abuse and take such steps as necessary to stop the bullying.

We also recognise that the person who is doing the bullying may also be suffering some form of abuse and will seek to protect them from any real or potential harm and support them to stop their bullying behaviour.

We aim to ensure that all children, young people, parents/carers, staff, trustees, tutors, screeners and volunteers are protected from bullying by other children, young people, parents/carers, staff, trustees, tutors, screeners and volunteers by adopting:

Waltham Forest Dyslexia Association's Anti-bullying policy and procedures

Where bullying is considered a child protection issue the Designated Safeguarding Officer will follow the procedure for reporting abuse and contact **Waltham Forest Multi Agency Safeguarding Hub (MASH)** or the **NSPCC** for advice and support.

Reporting accidents

Waltham Forest Dyslexia Association aims to protect children and young people and keep them safe by adhering to health and safety regulations and maintaining a safe working and learning environment. This protection is extended to all staff, trustees, tutors, screeners and volunteers and anyone working for and on our behalf as well as any visitor to our classes, projects or events.

However, we also recognise that accidents do happen and that these need to be recorded and medical assistance sought and administered if necessary.

Waltham Forest Dyslexia Association has a qualified First Aider available at all times during our face to face classes, projects and events, with access to a First Aid kit and Accident Book.

In the event of a serious injury advice should be sought from a medical practitioner (doctor or nurse) or the ambulance service.

All accidents, no matter how minor, should be recorded in the Accident Book with the following details:

- Date and name of person recording the accident
- Name and age of person injured
- Nature of the injury
- Type of first aid given and by whom
- Any further medical assistance required
- Outcome of accident

It should be signed and dated by the person recording the accident.

Waltham Forest Dyslexia Association's First Aider's are not allowed to administer any medication and should call for medical assistance if necessary.

For all medical advice contact: NHS, Tel: 111

For all emergencies contact: Ambulance Service, Tel: 999

First Aiders:

Rosemary Joliffe (Touch Typing Tutor)

Appendix 1

Categories of Abuse

The four main categories of abuse:

- neglect
- physical abuse, including domestic abuse
- emotional or psychological abuse
- sexual abuse, including harmful sexual behaviour, child sexual exploitation and grooming

Other categories of abuse are:

- child trafficking
- female genital mutilation
- on line abuse
- bullying and cyberbullying
- extremism
- spiritual abuse within faith communities

Children and young people may be subjected to one or more types of abuse at the same time and some forms of abuse have the same or similar signs and symptoms. If you believe a child or young person is, or is at risk of, being abused then check the signs and symptoms in more than one category of abuse so that you can be more informed about what may be happening to them.

Do not delay in reporting your concerns to the Designated Safeguarding Officer, a child protection agency or the police. Any concern is worth reporting.

Definitions of child abuse and signs and symptoms of abuse

The following definitions are taken from *'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'*. HM Government 2018 and the NSPCC: *'Preventing Abuse'* guidelines (<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect>).

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:

- 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 care-givers)
- d. 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

Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child.

Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.

Children who are neglected may have:

- poor appearance and hygiene (smelly, dirty, inadequate clothing, hungry)
- health and development problems (medical/dental issues, skin complaints, tiredness, not reaching normal milestones, poor language and communication skills)
- housing and family issues (unsuitable home environment, being left alone for a long time, being a carer for a family member)

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/neglect/signs-symptoms-effects-neglect/>

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 (known as '*Munchausen Syndrome by proxy*' after the person who first identified this situation).

Signs and symptoms

There's isn't one sign or symptom to look out for that will indicate a child is definitely being physically abused.

All children have accidents, trips and falls so bumps and bruises don't necessarily mean a child is being physically abused.

However, if a child often has injuries, there seems to be a pattern, or the explanation doesn't match the injury then this should be investigated.

Children who are physically abused may have:

Different types of bruises (possibly with different stages of healing):

- on the head, ear, neck, abdomen, back and buttocks
- defensive wounds on arms, legs hands and feet
- clusters of bruises
- bruises with dots of blood under the skin
- bruises in the shape of a hand or object
- bruised scalp or swollen eyes

Burns and scalds from hot liquids, hot objects, flames, chemicals or electricity:

- on the hands, back, shoulders or buttocks
- scalds may be on lower limbs, both arms and/or both legs
- a clear edge, sometimes in the shape of an implement (eg. a circular cigarette burn)
- multiple burns and scalds (possibly with different stages of healing)

Bite marks which are:

- visible wounds
- oval or circular in shape
- show indentations of individual teeth

Fractures or broken bones:

- especially to the ribs (or leg bones in babies)
- more than one and at different stages of healing

Other injuries and health problems including:

- scarring
- effects of poisoning (vomiting, drowsiness or seizures)
- respiratory problems (from drowning, suffocation or poisoning)

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/physical-abuse/signs-symptoms-effects/>

Domestic abuse

Domestic abuse is any type of controlling, coercive, bullying, threatening or violent behaviour between people in a relationship. It includes emotional, physical, sexual, financial or psychological abuse.

Abusive behaviour can occur in any relationship and can continue even after the relationship has ended. Both men and women can be abused or abusers.

Domestic abuse can seriously harm children and young people. Witnessing or being forced to collude in domestic violence is child abuse, and teenagers can go on to suffer domestic abuse in their relationships. The impact of domestic abuse and violence can last into adulthood and have serious implications on a person's mental wellbeing and their ability to form healthy relationships.

Domestic abuse can include:

- sexual abuse and rape (including within a relationship)
- punching, kicking, cutting and hitting with an object
- withholding money or preventing someone from earning money
- taking control over aspects of someone's everyday life, which can include where they go and what they wear
- not letting someone leave the house
- reading emails, text messages or letters
- threatening to kill or harm them, a partner, another family member or pet

Witnessing domestic abuse is really distressing and frightening, for any child or young person, and causes serious harm. Children and young people living in a home where domestic abuse is happening are at risk of other types of abuse too. They may not realise that what's happening is abuse and even if they do, they might not tell anyone about it because they're scared of what will happen, or ashamed about what people will think.

Children and young people can experience domestic abuse or violence in lots of different ways.

They might:

- see the abuse
- hear the abuse from another room
- see a parent's injuries or distress afterwards
- be hurt by being nearby or trying to stop the abuse

Signs and symptoms

It's often difficult to tell if domestic abuse is happening, because it usually takes place in the family home and abusers can act very differently when other people are around.

Children who witness domestic abuse may:

- become aggressive or more aggressive than usual

- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school due to difficulties at home or disruption of moving to and from refuges

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Emotional abuse

Emotional or psychological abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may:

- involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- involve seeing or hearing the ill-treatment of another
- 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.

As there's an element of emotional abuse in all other types of child abuse and neglect, it can be difficult to spot the signs and to separate what's emotional abuse from other types of abuse.

However, emotional abuse includes:

- humiliating or constantly criticising a child or young person
- threatening, shouting at a child/young person or calling them names
- making the child/young person the subject of jokes, or using sarcasm to hurt them
- blaming, scapegoating
- making a child/young person perform degrading acts
- not recognising a child/young person's own individuality and/or trying to control their lives
- pushing a child/young person too hard or not recognising their limitations
- exposing a child/young person to distressing events or interactions such as domestic abuse or drug taking
- failing to promote a child/young person's social development
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child or young person
- never saying anything kind, expressing positive feelings or congratulating a child/young person on successes
- never showing any emotions in interactions with a child/young person, also known as emotional neglect

Signs and symptoms

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent (eg. when being taken to or collected from nursery etc.)
- be aggressive or nasty towards other children and animals

Older children and young people may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends
- suffer from depression, anxiety and lack of confidence
- self-harm

Emotional abuse is often seen as less serious than other forms of abuse and neglect because it has no immediate physical effects. However, over time emotional abuse can have serious long term effects on a child's social, emotional and physical health and development.

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/emotional-abuse/emotional-abuse-signs-symptoms-effects/>

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.

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.

Signs and symptoms

Children who are sexually abused may:

Stay away from certain people and may:

- avoid being alone with people, such as family members or friends
- seem frightened of a person or reluctant to socialise with them

Show age inappropriate sexual behaviour by:

- being sexually active at a young age
- being promiscuous
- using sexual language or knowing information that you wouldn't expect them to

Have physical symptoms, such as:

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-abuse/signs-symptoms-effects/>

Harmful sexual behaviour (HSB)

Children and young people who develop harmful sexual behaviour harm themselves and others.

Sexual behaviour between children is also considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't (Davies, 2012; NSPCC website).

However, a younger child can abuse an older child, particularly if they have power over them (eg. if the older child is disabled) (Rich, 2011; NSPCC website).

Harmful sexual behaviour includes:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- full penetrative sex with other children or adults

Children and young people who behave in a sexually harmful way may have been abused in the past. Sometimes a child's reaction to past abuse can lead to them developing harmful sexual behaviour.

To understand whether or not a child or young person's sexual behaviour falls within their age appropriate sexual development, it is necessary to know what the expected norms for this might be. Any sexual behaviour outside of these norms, which is not related to a child or young person's delayed development, may be considered harmful sexual behaviour (HSB).

Signs and symptoms

There are 4 phases of childhood sexual development: 0-4 years; 5-9 years; 10-12 years; 13-16 years. Just like every other part of growing up, some children mature sooner or later than others and children with developmental delays may not stick to these age guides.

0-4 years old

Even at this stage, sexual behaviour emerges through actions like:

- kissing and hugging
- showing curiosity about private body parts
- talking about private body parts and using words like poo, willy and bum
- playing "house" or "doctors and nurses" type games with other children
- touching, rubbing or showing off their genitals or masturbating as a comforting habit

5-9 years old

As children get a little older they become more aware of the need for privacy while also:

- kissing and hugging
- showing curiosity about private body parts but respecting privacy
- talking about private body parts and sometimes showing them off
- trying to shock by using words like poo, willy and bum
- using swear and sex words they've heard other people say

- playing "house" or "doctors and nurses" type games with other children
- touching, rubbing or showing others their private parts

10-12 years old

Children are getting more curious about sex and sexual behaviour through:

- kissing, hugging and 'dating' other children
- being interested in other people's body parts and the changes that happen in puberty
- asking about relationships and sexual behaviour
- looking for information about sex, this might lead to finding online porn
- masturbating in private

13-16 years old

As puberty kicks in, sexual behaviour becomes more private with:

- kissing, hugging, dating and forming longer-lasting relationships
- being interested in and asking questions about body parts, relationships and sexuality
- using sexual language and talking about sex with friends
- looking for sexual pictures or online porn
- masturbating in private and experimenting sexually with the same age group

If you're unsure whether a behaviour is healthy, Brook provide a helpful, easy to use traffic light tool (<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>.)

The traffic light system is used to describe healthy (green) sexual behaviours, potentially unhealthy (amber) sexual behaviours and unhealthy (red) sexual behaviours for children and young people from 0-17 years of age.

For more information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/signs-symptoms-effects/>

Child sexual exploitation

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.

Signs and symptoms

Sexual exploitation can be very difficult to identify as warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- go missing from home, care or education.
- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- be involved in petty crime such as shoplifting
- have unexplained physical injuries
- have a changed physical appearance, (eg. weight loss or gain)

They may also show signs of sexual abuse or grooming.

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/signs-symptoms-and-effects/>

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Groomers may be male or female and could be of any age.

Children and young people can be groomed online or face-to-face, by a stranger or by someone they know (a family member, friend or professional).

Many children and young people don't understand that they have been groomed or that what has happened to them is abuse.

It is not known how common grooming is because often children and young people don't tell anyone what is happening to them.

They may not speak out because they are:

- ashamed
- feeling guilty
- unaware that they're being abused
- believe they are in a relationship with a 'boyfriend' or 'girlfriend'

Signs and symptoms

The signs of grooming aren't always obvious and groomers will often go to great lengths not to be identified. In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

If a child is being groomed they may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things, such as, clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/grooming/>

Child trafficking

Child trafficking and modern slavery are child abuse. Children and young people are recruited, moved or transported and then exploited, forced to work or sold.

Trafficked children and young people experience multiple forms of abuse and neglect. Physical, sexual and emotional violence are often used to control victims of trafficking. They are also likely to be physically and emotionally neglected.

They are trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal activity such as pickpocketing, begging, transporting drugs, working on cannabis farms, selling pirated DVDs and bag theft

Many children and young people are trafficked into the UK from abroad, but they can also be trafficked from one part of the UK to another.

Traffickers work as a network of individuals and groups. Each group or individual has a different role or task. Some people in the chain might not be directly involved in trafficking a child but play a part in other ways such as falsifying documents, bribery, owning or renting premises or money laundering (Europol, 2011; NSPCC website).

Child trafficking is a hidden crime and not much is known about who trafficks children and young people. What is known comes from small scale studies and the NSPCC's work with young people who have been trafficked.

Although it is a criminal offence prosecution of traffickers is rare and where trafficking happens across international borders, traffickers might be prosecuted in their home country so it will not be recorded as a UK prosecution.

It's difficult to prosecute traffickers because:

- legislation may be ineffective or may not exist
- victims may be afraid or reluctant to give evidence
- trafficking networks can make it difficult to gather evidence on individuals

Under the Modern Slavery Act 2015, (HM Government 2015), all current offences relating to trafficking and slavery are consolidated in order to tackle this (<http://www.legislation.gov.uk/ukpga/2015/30/contents/enacted>).

Signs and symptoms

Signs that a child or young person has been trafficked may not be obvious but you might notice unusual behaviour or events.

These include a child or young person who:

- spends a lot of time doing household chores

- rarely leaves their house, has no freedom of movement and no time for playing
- is orphaned or living apart from their family, often in unregulated private foster care
- lives in substandard accommodation
- isn't sure which country, city or town they're in
- is unable or reluctant to give details of accommodation or personal details
- might not be registered with a school or a GP practice
- has no documents or has falsified documents
- has no access to their parents or guardians
- is seen in inappropriate places such as brothels or factories
- possesses unaccounted for money or goods
- is permanently deprived of a large part of their earnings, required to earn a minimum amount of money every day or pay off an exorbitant debt
- has injuries from workplace accidents
- gives a prepared story which is very similar to stories given by other children

Children and young people who have been trafficked may find it difficult to tell anyone what's happened to them. They may also tell their stories with obvious errors, inconsistencies or a lack of reality. Many victims of child trafficking don't speak English.

Children and young people are often too scared to speak out.

They may be frightened of:

- what will happen to themselves, their friends and their family
- all adults and authorities
- being prosecuted for a crime
- being returned to their home country where their situation may be even worse
- Juju or witchcraft rituals performed during their experiences
- judgement from their community and families

They may also feel very guilty or ashamed about the abuse they've suffered. Some traffickers compose stories for victims to learn in case they are approached by the authorities.

If a child is suffering from Post-Traumatic Stress Disorder (PTSD) they may have difficulty in recalling details or have blanks in their memory.

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-trafficking/signs-symptoms-effects/>

Female genital mutilation (FGM)

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision or cutting.

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.

Different types of FGM

The term FGM covers all harmful procedures to the female genitalia for non-medical purposes. There are 4 types - all are illegal and have serious health risks:

- pricking or cauterizing the genital area, through partial or total removal of the clitoris (both can risk serious health problems for girls and women)
- cutting the lips (the labia) using instruments such as a knife, pair of scissors, scalpel, glass or razor blade
- narrowing the vaginal opening
- Labia elongation, also referred to as labia stretching or labia pulling, which involves stretching the labia minora, sometimes using sticks, harnesses or weights.

A 2016 study by the charity Afruca focuses on labia elongation and makes recommendations for raising awareness amongst practitioners and communities (AFRUCA, 2016).

FGM is usually performed by someone with no medical training. Girls are given no anaesthetic, no antiseptic treatment and are often forcibly restrained.

FGM is a criminal offence

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation.

Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

Reporting requirements

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18s to the police (Home Office, 2016).

Signs and symptoms

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt

Other signs a teacher or school may notice

- a family arranging a long break abroad during the summer holidays
- unexpected, repeated or prolonged absence from school
- academic work suffering

A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Indicators FGM may have taken place

A girl or woman who's had female genital mutilation (FGM) may:

- have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- 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

The physical effects of FGM

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases

Girls and women who have had FGM may suffer medical, emotional and mental health problems that continue through adulthood.

A dedicated Helpline is available, offering information, advice and support, for anyone who is concerned a child or young woman's welfare is at risk because of FGM:

Phone: 0800 028 3550

Email: fgm.help@NSPCC.org.uk

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/signs-symptoms-and-effects/>

Online abuse

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

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

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

What happens when an explicit photo is shared on line?

The **‘I saw your willy’** animation (available via YouTube or NSPCC website)

This helpful child friendly animation explains how easy it is for children and young people to share explicit photos of themselves or friends, via social media and the internet, to other friends and how one share can escalate into a potentially dangerous and damaging situation for the child or young person whose photo is shared. (<https://www.youtube.com/watch?v=z1n9Jly3CQ80>)

Reporting illegal content

If you see, or know of, any explicit images of children or young people on the internet then you can report them anonymously to the **‘Internet Watch Foundation’** (<https://www.iwf.org.uk/>) who work with the police to remove them.

Types of online abuse

3 types of abuse happen online:

- cyberbullying
- grooming
- child sexual abuse

Cyberbullying

Cyberbullying is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones. Cyberbullying can include spreading rumours about someone, or posting nasty or embarrassing messages, images or videos.

Children and young people may know who's bullying them online. It may be an extension of offline peer bullying or they may be targeted by someone using a fake or anonymous account. It's easy to be anonymous online and this may increase the likelihood of engaging in bullying behaviour.

Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations

Grooming

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.

They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.

It's easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:

- usernames or comments that are flirtatious or have a sexual meaning
- public comments that suggest a child has low self-esteem or is vulnerable
- groomers don't always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity.

Child sexual abuse

When sexual exploitation happens online, children and young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped.

Signs and symptoms

Many of the signs that a child or young person is being abused are the same no matter how the abuse happens.

They may be experiencing abuse online if they:

- spend lots, much more or much less time online, texting, gaming or using social media
- are withdrawn, upset or outraged after using the internet or texting
- are secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/online-abuse/signs-symptoms-effects/>

Bullying and cyberbullying

Bullying is behaviour that hurts someone else, such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere: at school, at home or online. It's usually repeated over a long period of time and can hurt a child or young person both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

Signs and symptoms

It can be hard for adults, including parents, to know whether or not a child or young person is being bullied. They might not tell anyone because they're scared the bullying will get worse. They might think that they deserve to be bullied, or that it's their fault.

You can't always see the signs of bullying and no one sign indicates for certain that a child or young person is being bullied however there are indicators you should look out for.

These include:

- belongings getting "lost" or damaged
- physical injuries such as unexplained bruises
- being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- not doing as well at school
- asking for, or stealing, money (to give to a bully)
- being nervous, losing confidence, or becoming distressed and withdrawn
- problems with eating or sleeping
- bullying others

Bullying can have devastating effects which can last into adulthood. At its worst, bullying has driven children and young people to self-harm and even suicide.

All children who are affected by bullying can suffer harm, whether they are bullied, they bully others or they witness bullying.

Children and young people who are bullied are more at risk of developing mental health problems, including depression and anxiety. Those at the highest risk are those who are both bullied, and who bully others (Victoria Department of Education and Early Childhood Development, 2013; NICHD, 2012).

Children and young people who are bullied also:

- have fewer friendships
- aren't accepted by their peers
- are wary and suspicious of others
- have problems adjusting to school and don't do as well as their peers

Children and young people who bully are at increased risk of:

- substance misuse
- academic problems
- violent behaviour in later life

Children and young people who witness bullying may show similar signs as those who are being bullied. They may:

- become reluctant to go to school
- be frightened or unable to act
- feel guilty for not doing anything to help

For more in-depth information go to: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/signs-symptoms-effects/>

Extremism and radicalisation

Extremism goes beyond terrorism and includes people who target the vulnerable, including the young, by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

Extremism is defined in the Counter Extremism Strategy 2015 as *'the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs'*. Calls for the death of members of our armed forces are also regarded as extremist.

What is Radicalisation?

Radicalisation is when someone starts to believe or support extreme views. They could be pressured to do things illegal by someone else or they might change their behaviour and beliefs.

This could happen to children or young people if they feel:

- isolated and lonely or wanting to belong
- unhappy about themselves and what others might think of them
- embarrassed or judged about their culture, gender, religion or race
- stressed or depressed
- fed up of being bullied or treated badly by other people or by society
- angry at other people or the government
- confused about what they are doing
- pressured to stand up for other people who are being oppressed

A child or young person who has been radicalised might believe that sexual, religious or racial violence is OK. They may be influenced by what they see online and they might have links to extreme groups that preach hate like Nazi groups or Islamic extremists like Daesh, also known as ISIS or IS.

Having extreme views can be dangerous and this can often lead children and young people into harmful and illegal activities involving violence, attacks, discrimination or hate, for which they could be arrested or sent to prison. This can then affect their future.

From: <https://childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world>

Signs and symptoms

Radicalisation can be really difficult to spot. Signs that may indicate a child is being radicalised include:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views

- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use
- Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. Extremists might target them and tell them they can be part of something special, later brainwashing them into cutting themselves off from their friends and family

However, these signs don't necessarily mean a child or young person is being radicalised as it may be normal teenage behaviour or a sign that something else is wrong.

For more in-depth information go to: <https://childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/>

Or:

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/protecting-children-from-radicalisation>

Religious and Spiritual abuse

Religious and spiritual abuse can happen in the context of domestic abuse or within faith communities and is also a form of emotional or psychological abuse. It occurs when a person is prevented from carrying out their religious or spiritual practices, is forced to engage in activities that are in conflict with their beliefs or are being treated differently to others, by their peers or those in authority, within their own faith community.

It may include:

- preventing someone from attending their place of worship
- religious discrimination
- preventing someone from worshipping at all or in the way they wish to
- forcing someone to attend ceremonies for a religion which they do not practice
- forcing someone to eat foods that are forbidden by their religion
- destroying someone's religious texts and articles
- mockery and verbal abuse of their religion
- forcing someone to act in a way which negates their religion
- forcing someone to relinquish their religion
- forcing someone to partake in a spiritual activity or belief which they do not wish to
- using their religious or spiritual beliefs to control their behaviour, manipulate or exploit them
- faith leaders using their authority to manipulate, exploit or abuse them in other ways (bullying, online abuse, sexual abuse etc.)
- forcing a person to believe they are possessed by an evil spirit and abusing them in an effort to exorcise the spirit

A person's religious and spiritual beliefs are personal to them and children and young people can develop their own religious and spiritual beliefs from a young age. In many instances these are formed within their family network but may be developed independently when their family have no particular religious or spiritual beliefs or do not belong to a faith community.

Understanding more about a child's faith and the role faith plays in family life is important for anyone working with children, families or communities.

It can help when considering appropriate ways to approach conversations around child protection and child safety. The safeguarding of children and young people should be the focus of all actions.

Children and young people need to be protected irrespective of cultural sensitivities and under UK law, different practices are no excuse for child abuse or neglect.

Signs and symptoms

It is difficult to recognise when a child or young person is being abused on the grounds of their religious or spiritual views as generally people do not have enough background knowledge of different faith groups' beliefs and practices or cultural traditions, even if they belong to a particular faith group.

However, a child or young person may:

- say their family make them to go a place of worship when they don't want to
- say they 'have to' read religious texts or go to faith classes to learn more about their faith when they don't want to
- say they are being made fun of by family members, friends, peers, other people or people within their faith community because of what they believe in and/or how they express this through their behaviour or dress
- say they are 'bad' because they have an evil spirit in them
- say they are punished because of what they believe or because they are possessed by an evil spirit
- say they have to do things for a faith leader, or within their place of worship or faith community, which seem inappropriate for their age or which are clearly another form of abuse

It can be usual for families to insist their children and teenagers attend worship, read their faith's religious texts and to attend classes to learn more about their faith. It is also usual for children and young people to not want to do these things as their get older and develop their own views on religion and spiritual matters. This is not necessarily religious and spiritual abuse or a cause for concern about the child or young person's welfare but may be an indicator this or another type of abuse.

As religious or spiritual abuse is related to other forms of abuse then it may be highlighted through the signs and symptoms of other types of abuse or neglect. It is of utmost importance that if you have any concerns about the welfare of a child or young person that you report this without delay to either the Designated Safeguarding Person for Child Protection, a child protection agency or the police.

The NSPCC works with faith communities in order to safeguard children and young people and their website has further information on this and some helpful videos about safeguarding in faith communities.

For more in-depth information go to:

<https://www.nspcc.org.uk/preventing-abuse/safeguarding/safeguarding-faith-communities>

Appendix 2

Child Protection/Safeguarding Expression of Concern Form

This form should be completed when there is cause for concern and given to the Child Protection & Safeguarding Officer as soon as possible.

Details of Student:

Student's Name:
Student's Date of Birth:

Details of the person reporting concerns:

Full Name:
Post:

Do these concerns relate to a specific incident/disclosure? If YES complete Section A; If NO, omit section A and move straight to Section B

Section A:

Date and time of incident/disclosure:
Location of incident/disclosure:
Date this form was completed:
Other persons present:

Section B:

Details of concern/disclosure/incident (continue on a separate sheet if needed; sign and date it):
(What was said, observed, reported. **Remember 'TED', Tell, Explain, Describe**)

Action taken:
(What did you do following the incident/disclosure/concern?)

Any other relevant information:

Signed:

Date:

For completion by the Child Protection & Safeguarding Officer (CPSO):

CPSO Response:

Action taken by CPSO:

Rationale for decision making/actions taken:

Outcome of action taken by CPSO:

Follow up action by CPSO:

Feedback given to person reporting the concerns:

Signed by CPSO:

Date:

Full Name:

Checklist for CPSO:

- ✓ Concern described in sufficient detail?
- ✓ Distinguished between fact, opinion and hearsay?
- ✓ Child's own words used? (Swear words, insults or intimate vocabulary should be written down verbatim)
- ✓ Jargon free?
- ✓ Free from discrimination/stereotyping or assumptions?
- ✓ Concern recorded and passed to CPSO in a timely manner?

Appendix 3

Body Map Guidance

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual tutor/staff member or volunteer take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Services and/or Police directly and WFDA's Safeguarding Officer should be informed as soon as possible.**

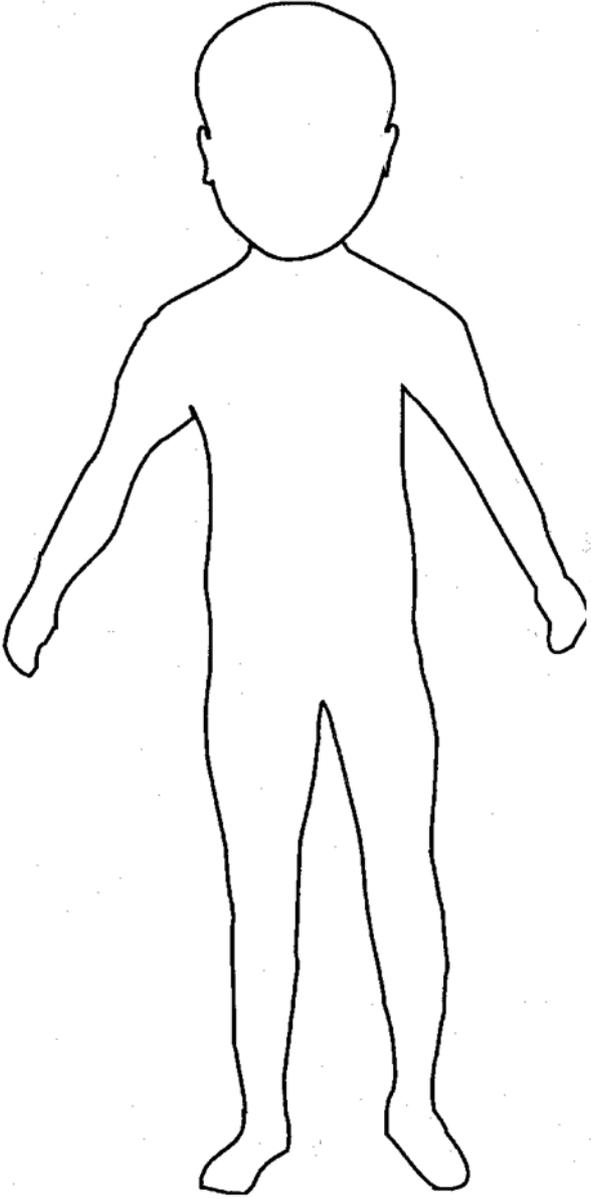
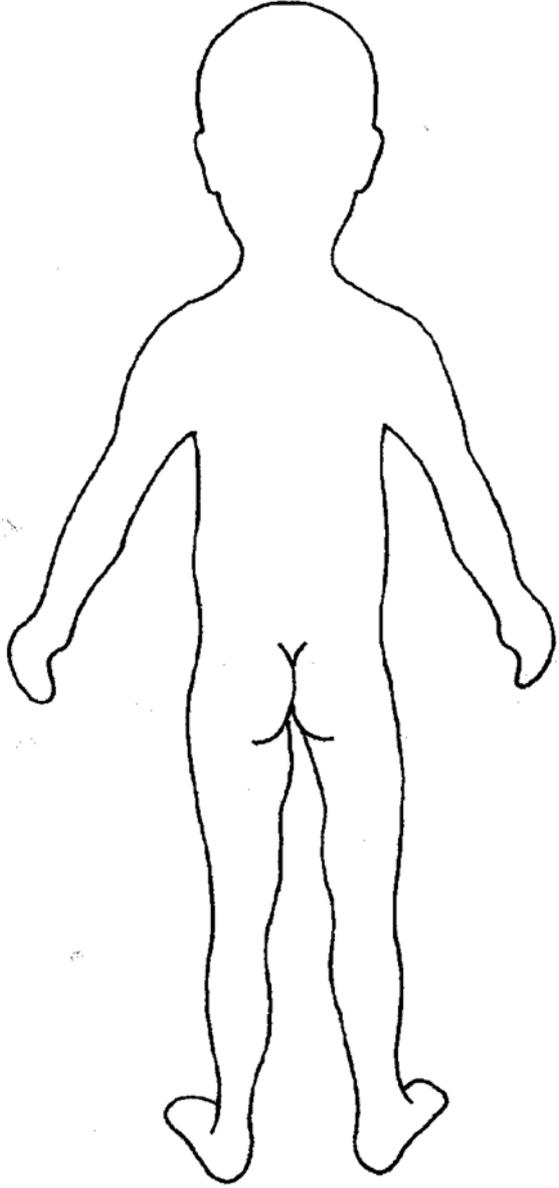
When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

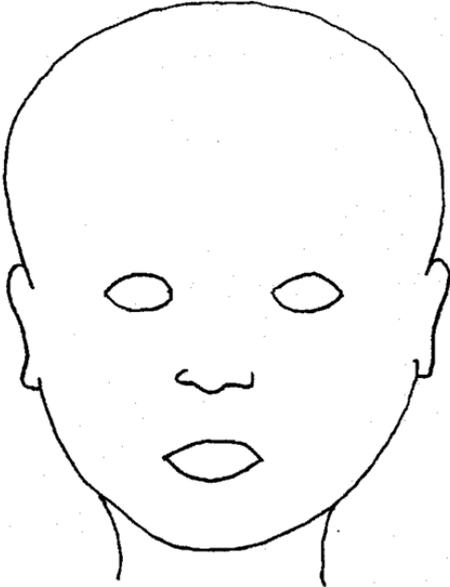
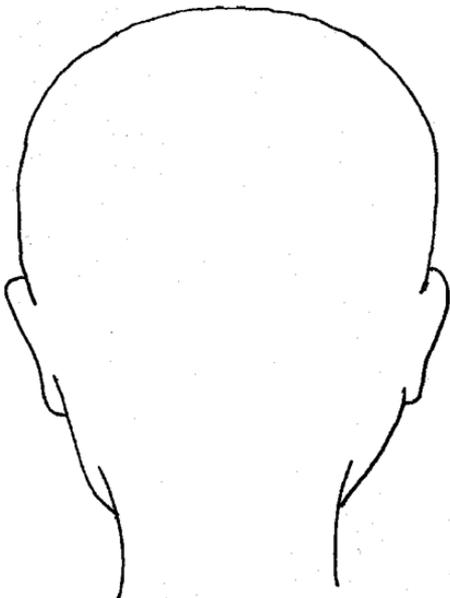
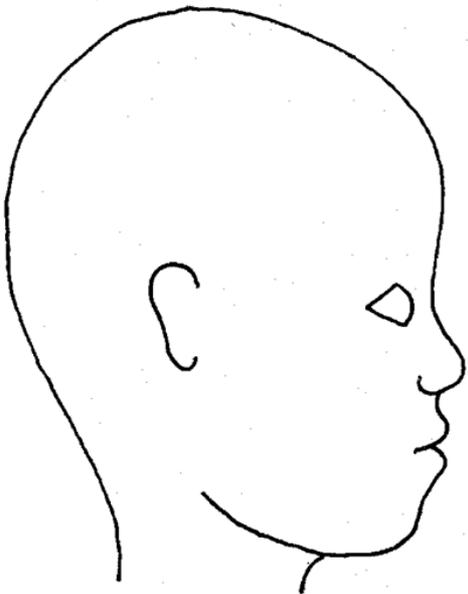
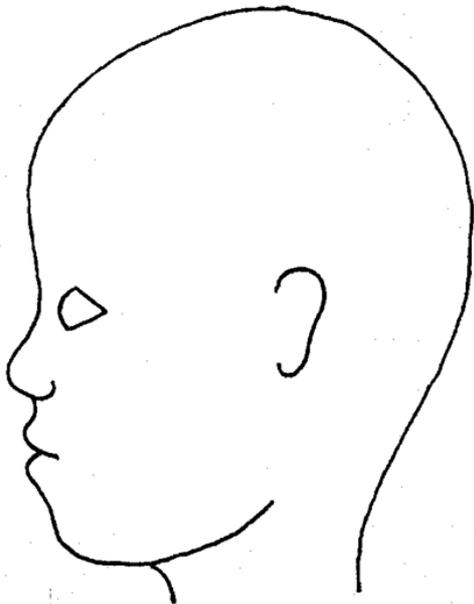
- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

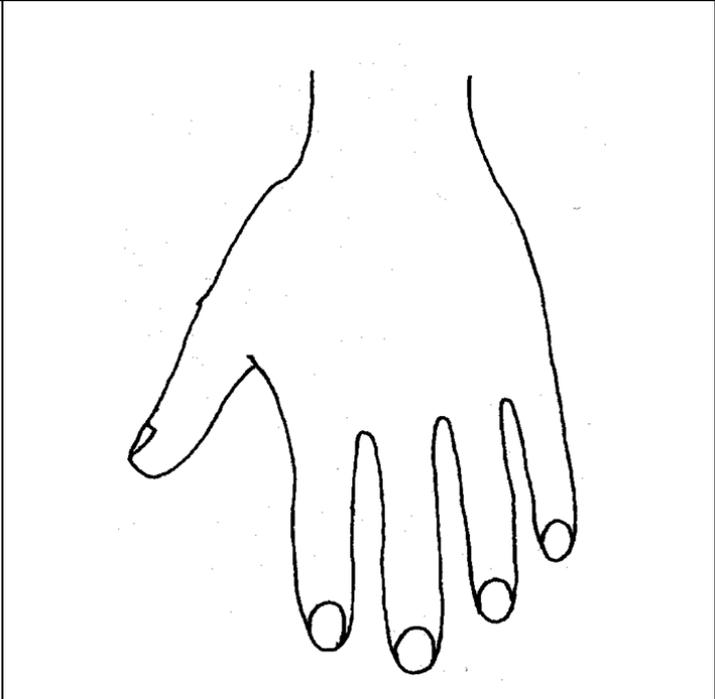
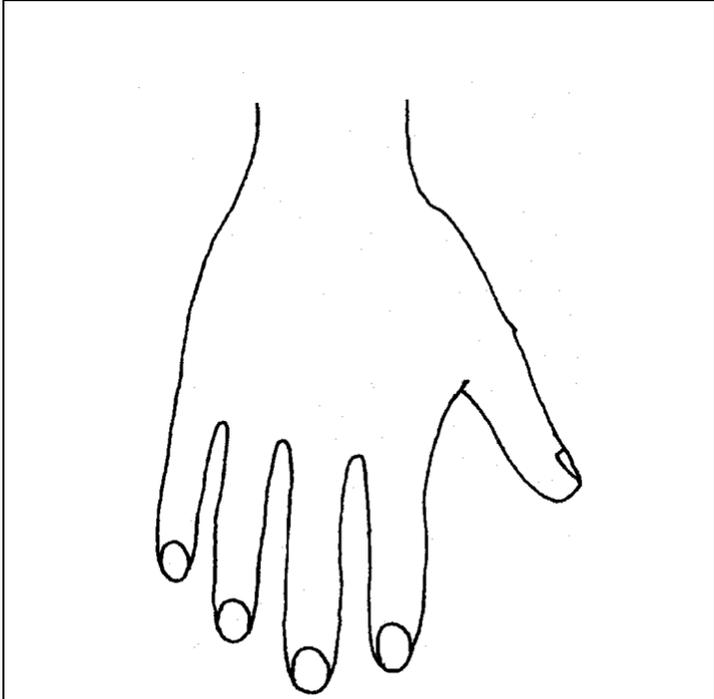
A copy of the body map should be kept on the child's concern/confidential file which will be held by **WFDA's Safeguarding Officer**.

Name of Student:	Date of Birth: Male or Female:
Name of Staff:	Job title:
Date and time of observation:	
	
Signature:	Job title:
Print Name:	Date:

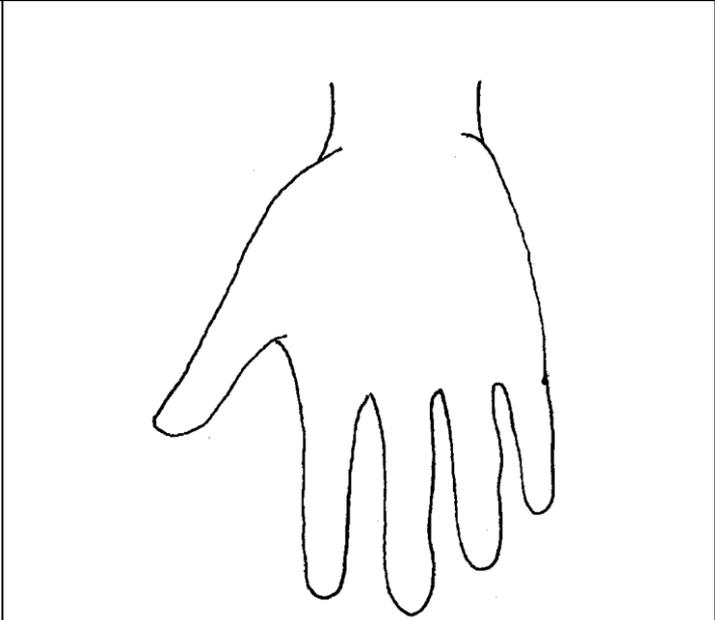
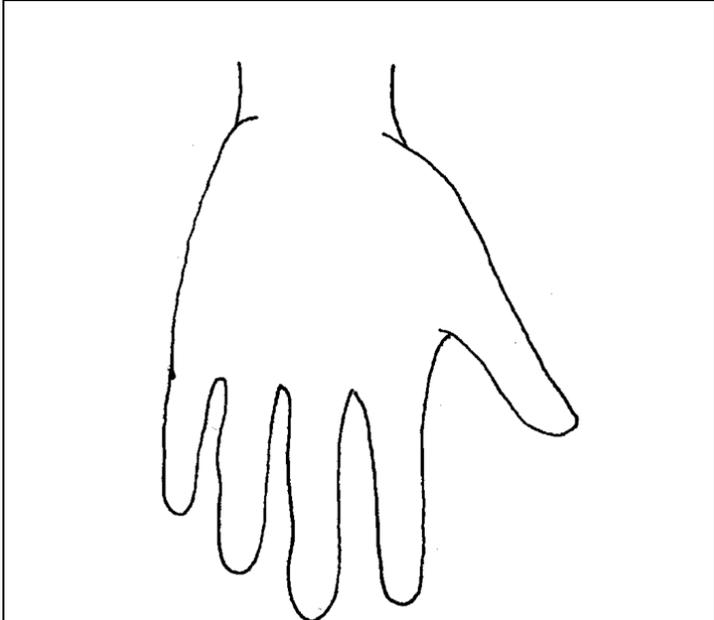
Name of Student:	Date of Birth: Male or Female:
Name of Staff:	Job title:
Date and time of observation:	
	
FRONT	BACK
	
RIGHT	LEFT
Signature:	Job title:
Print Name:	Date:
Name of Student:	Date of Birth: Male or Female:

Name of Staff:	Job title:
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Date and time of observation:



R	BACK	L
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R	FRONT	L
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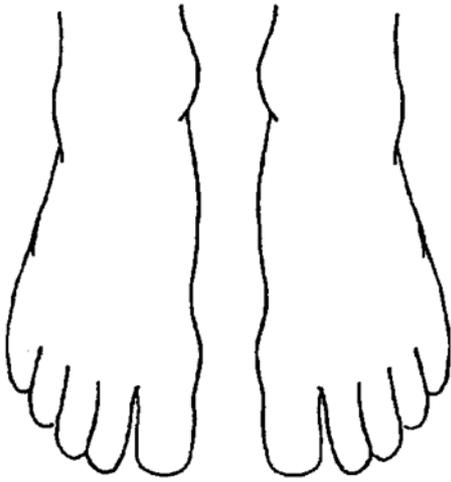
Signature:	Job title:
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Print Name:	Date:
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Name of Student:	Date of Birth: Male or Female:
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Name of Staff:	Job title:
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Date and time of observation:



R

TOP

L



R

BOTTOM

L



R

INNER

L



R

OUTER

L



Signature:

Job title:

Print Name:

Date:

Appendix 4

Good practice guidelines

Waltham Forest Dyslexia Association are committed to ensuring that we treat all children, young people, their families and anyone working for and on behalf of us with dignity and respect.

All staff, trustees, tutors, screeners and volunteers should be encouraged to demonstrate exemplary behaviour in order to protect themselves from false allegations. The following are common sense examples of how to create a positive culture and climate.

Good practice means:

- Always working in an appropriate open environment (e.g. avoiding private or unobserved situations and encouraging open communication with no secrets).
- Treating all children, young people and parents/carers equally, and with respect and dignity.
- Always putting the welfare of each child and young person first.
- Maintaining a safe and appropriate distance with children and young people (e.g. it is not appropriate for staff or volunteers to have an intimate relationship with a child or to share a room with them).
- Building balanced relationships based on mutual trust which empowers children and young persons to share in the decision-making process.
- Making activities and other off site activities fun, enjoyable and safe.
- Keeping up to date with technical skills, qualifications and insurance.
- Involving parents/carers wherever possible. For example, encouraging them to take responsibility for their children in the changing rooms. If groups have to be supervised in the changing rooms, always ensure parents, teachers, coaches or officials work in pairs.
- Ensuring that if mixed groups are taken away, they should always be accompanied by a male and female member of staff. However, remember that same gender abuse can also occur.
- Ensuring that at tournaments or residential events, adults should not enter children's rooms or invite children into their rooms.
- Being an excellent role model – this includes not smoking or drinking alcohol in the company of young people.
- Giving enthusiastic and constructive feedback rather than negative criticism.
- Recognising the developmental needs and capacity of children and young people and not pushing them against their will.
- Securing parental consent in writing to act *in loco parentis*, if the need arises to administer emergency first aid and/or other medical treatment.
- Keeping a written record of any injury that occurs, along with the details of any treatment given.

- Requesting written parental consent if staff have to transport children and young people in their cars although this is to be avoided and should only be used in an emergency.

Practices to be avoided:

The following should be avoided except in emergencies. If cases arise where these situations are unavoidable it should be with the full knowledge and consent of someone in charge in the organisation or the child's parents. For example, a child sustains an injury and needs to go to hospital, or a parent fails to arrive to pick a child up at the end of a session:

- Avoid spending excessive amounts of time alone with children or young people away from others.
- Avoid taking or dropping off a child or young person to an event.

Practices never to be sanctioned:

The following should never be sanctioned. You should never:

- Engage in rough, physical or sexually provocative games, including horseplay.
- Share a room with a child or young person.
- Allow or engage in any form of inappropriate touching.
- Allow children to use inappropriate language unchallenged.
- Make sexually suggestive comments to a child or young person, even in fun.
- Reduce a child or young person to tears as a form of control.
- Allow allegations made by a child or young person to go unchallenged, unrecorded or not acted upon.
- Do things of a personal nature for children or vulnerable or disabled adults that they can do for themselves.
- Invite or allow children or young persons to stay with you at your home unsupervised.

N.B. It may sometimes be necessary for staff or volunteers to do things of a personal nature for children, particularly if they are young or are disabled. These tasks should only be carried out with the full understanding and consent of parents and the child/young person involved. There is a need to be responsive to a person's reactions. If a person is fully dependent on you, talk with him/her about what you are doing and give choices where possible. This is particularly so if you are involved in any dressing or undressing of outer clothing, or where there is physical contact, lifting or assisting a child to carry out particular activities. Avoid taking on the responsibility for tasks for which you are not appropriately trained.

Appendix 5

Key contacts for child protection issues in Waltham Forest

The following details relate to key personnel in Child Protection who can be contacted should any child protection issues arise.

Name	Agency	Contact details
Designated Doctor for Child Protection	Waltham Forest PCT	020 8430 7893 07795 548987
Nurse Consultant for Child Protection	Waltham Forest PCT	020 8430 7906 Fax: 020 8430 7981
Named Nurse for Child Protection for Waltham Forest PCT	Waltham Forest PCT	020 8430 7827/7822 Fax: 020 8430 7981
Named Nurse for Child Protection at Whipps Cross Hospital	Whipps Cross University Hospital Paediatric A&E	020 8535 6855 bleep 514 Pager: 08700555500 ask for for 850122 Secretary: Ext 5072
Named Doctor	Whipps Cross University Hospital	020 8430 7893 bleep 901
	Police Child Abuse & Investigation Team (CAIT)	020 8345 3611 020 8345 3683
Police Referral Desk		020 8345 3669 020 8345 3633
Named Nurse for Safeguarding	North East London Foundation Trust (NELFT)	0844 600 1201 Ext 4237
Child & Family Consultation Service (CFCS)	North East London Foundation Trust (NELFT)	0844 600 1247
Interim Divisional Director for Children & Families	Waltham Forest Children & Young People Services	020 8496 3206
Safeguarding in Education Service	Waltham Forest Children & Young People Services	020 8496 8277 020 8496 6310
Local Authority Designated Officer (LADO) – Quality Assurance Service (formerly Child Protection, Partnership & Planning)	Waltham Forest Children & Young People Services	020 8496 3646
Duty Child Protection Co-ordinators – Quality Assurance Service (formerly Child Protection, Partnership & Planning)	Waltham Forest Children & Young People Services	020 8496 8279
Group Manager – Quality Assurance Service (formerly Child Protection, Partnership & Planning)	Waltham Forest Children & Young People Services	020 8496 8276
Group Manager – Children in Care Service	Waltham Forest Children & Young People Services	020 8496 2136
Team Manager – Children with Disabilities Team	Waltham Forest Children &	020 8496 1232

Name	Agency	Contact details
	Young People Services	
Head of Service – Children’s Safeguarding & Family Support	Waltham Forest Children & Young People Services	020 8496 2318
Deputy Heads of Service – Children’s Safeguarding & Family Support	Waltham Forest Children & Young People Services	020 8496 1375 020 8496 2338
Team Manager – Children’s Referral & Advice Team	Waltham Forest Children & Young People Services	020 8496 2317
Children’s Referral & Advice Team	Waltham Forest Children & Young People Services	020 8496 2313 (Fax) 020 8496 2310 020 8496 2311 020 8496 2316 020 8496 2317 020 8496 2307
Team Manager – Children’s Whipps Cross Hospital Team	Waltham Forest Children & Young People Services	020 8496 1910
Team Manager – Children’s Emergency Duty Team (Out of Hours)	Waltham Forest Children & Young People Services	020 8496 3000

Key contacts for young person issues in Waltham Forest

Young persons:

Assessment Care Enablement Team

47 Gainsford Road, Walthamstow E17 6QB

Tel: 020 8496 3000 **Fax:** 020 8496 1813

Community Learning Disability Team

30 Coleridge Road, Walthamstow E17 6QU

Tel: 020 8521 0337 **Fax:** 020 8521 8511

Whipps Cross Hospital Trust

Tel: 020 8539 5522

North East London Foundation Trust North

1MerriamClose, Larkshall Road,

Chingford E4 9JQ

Tel: 0844 600 1233 **Fax:** 0844 493 0271

North East London Foundation Trust South

South Forest Centre, 21 Thorne Close,

Langthorne Road, Leytonstone E11 4HU

Tel: 0844 600 1268 **Fax:** 0844 493 0262

Police

Tel: 0203 276 0934

or dial **999** in an emergency

Respond Helpline for people with learning disabilities

Tel: 0808 808 0700

Appendix 6

Reporting Suspected Abuse to Child Protection agencies or the Police

Confidential Recording Sheet

Organisation

Name of person reporting

Name of child/young person/young person

Age and date of birth

Ethnicity

Religion

First language

Disability

Parent's/Carer's name (s)

Home address/Tel no

Are you reporting your concerns or reporting someone else's. Please give details.

Brief description of what has prompted the concerns: include date, time, specific incidents.

Any physical signs? Behavioural signs? Indirect signs?

Have you spoken to the child, young person or young person? If so, what was said?

Have you spoken to the parent(s)/carers? if so, what was said?

Has anybody been alleged to be the abuser? If so, please give details?

Have you consulted anybody else? Please give details

Person reported to and date of reporting

Signature of person reporting

Today's date

Action taken

Notes

Appendix 7

Useful Contacts

Children and Young People:

National Society for the Prevention of Cruelty to Children (NSPCC) Child Protection Helpline

This is a free 24 hour service which provides counselling, information and advice to anyone concerned about a child at risk of abuse.

Telephone: 0808 800 5000

E-mail: help@nspcc.org.uk

London Safeguarding Children Board

59 Southwark St

London SE1 OAL

www.londonscb.gov.uk

Criminal Records Bureau

PO Box 91

Liverpool

L69 2UH

Helpline: 0870 90 90 811

www.crb.gov.uk

National Children's Bureau

8 Wakley STREET

London

EC1V 7QE

www.ncb.org.uk

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