Phoenix Arch School

Kind, Curious, Creative and Collaborative

Safeguarding and Child Protection Policy

2026–27

School	Phoenix Arch School
Policy owner	Headteacher / Designated Safeguarding Lead
DSL	Falu Mehta
Deputy DSLs	Lennie Sarkis and Luana Oancea
Safeguarding Governor	Ana Andres
Approval	Governing Body – September 2026
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Key statutory and national guidance

Keeping Children Safe in Education 2026
Working Together to Safeguard Children 2026
Children Act 1989 and 2004
Education Act 2002, section 175
Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025

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Statement of intent

Phoenix Arch School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- We actively teach pupils how to keep themselves safe through our PSHE and RSHE curriculum, the Jigsaw programme (RSHE and PSHE), Computing and Science, as well as our work on communication, emotional regulation, and online safety assemblies.
- Ensuring that members of the governing board, the Head teacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns including child on child abuse to the DSL.
- Ensuring there is a child centred approach to safeguarding with systems well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback
- Our practice reflects our values as a specialist SEN school for pupils with autism and associated needs, where communication differences, sensory needs, and social understanding may create additional vulnerabilities.
- Staff are trained to recognise signs of abuse and neglect, respond appropriately, and take swift action where concerns arise.

Aims

To ensure that all pupils are protected from maltreatment and that their welfare is promoted at all times.
To ensure that all staff and volunteers understand their statutory responsibilities in safeguarding and promoting the welfare of children.
To provide clear procedures and guidance so that concerns are identified early and responded to quickly and effectively.
To establish a safe, caring, and stimulating environment in which pupils can thrive and develop independence and confidence.
To ensure that safeguarding remains central to all school policies, practice, and decision-making.
To recognise and respond to the unique needs of autistic pupils and those with additional communication or sensory needs.

1. Definitions

The terms **"children"** and **"child"** refers to anyone under the age of 18.

Making or sharing nudes or semi-nudes includes the creation, sending or posting of nude or semi-nude photographs, videos or livestreams involving a person under 18. Images may be self-generated, taken or created by another person, digitally altered, or wholly generated using artificial intelligence, including deepfakes or deep nudes.

In this policy, data protection laws means the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025.

For the purposes of this policy, "safeguarding and protecting the welfare of children" is defined as:

- Protecting children from maltreatment, whether that is within or outside the home, including online
- Providing help and support to meet the needs of children as soon as problems emerge
- Preventing the impairment of children's mental health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

For the purposes of this policy, the term **"harmful sexual behaviour"** includes, but is not limited to, the following actions:

- Using sexually explicit words and phrases
- Inappropriate touching
- Sexual violence or threats
- Full penetrative sex with other children or adults

In accordance with the DfE's guidance, 'Sexual violence and sexual harassment between children in schools and colleges' (2018), and for the purpose of this policy, the term **"sexual harassment"** is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.

For the purpose of this policy, the term, **"sexual violence"** encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.

The term "teaching role" is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Head teacher to provide such direction and supervision.

2. Legal framework

Legislation and Statutory Guidance

This policy is based on the following key documents:

- *Keeping Children Safe in Education (DfE, 2026)*
- Working Together to Safeguard Children (DfE, 2026)
- *The Children Act 1989 and 2004*
- *Education Act 2002, section 175*
- *The Equality Act 2010*
- *The Human Rights Act 1998*
- *The Counter-Terrorism and Security Act 2015 (Prevent Duty)*
- *The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025*
- *The Childcare (Disqualification) Regulations 2018*

The policy also reflects locally agreed multi-agency safeguarding arrangements led by Brent's Safeguarding Children Partnership, including the Brent Family Front Door (0208 937 4300)**.**
The Local Authority Designated Officer (LADO) for Brent can be contacted on 0208 937 2090 for advice regarding allegations against staff.
This policy should be read alongside the school's related policies: Behaviour, Anti-Bullying, Online Safety, Staff Code of Conduct, Safer Recruitment, Whistleblowing, and RSHE.
As a specialist SEN setting, this policy also works in conjunction with the school's SEND Policy.

Non Statutory Guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE information sharing advice for safeguarding practitioners
- DfE (2017) 'Child Sexual Exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'

Other relevant school policies include:

- Attendance Policy
- Prevent Duty Policy
- Managing Allegations Policy

- Behaviour Policy
- Staff Code of Conduct
- Data Protection Policy
- Whistleblowing Policy
- Anti-bullying Policy
- Online Safety Policy
- Acceptable Safe Use of ICT Policy
- Bereavement Policy
- Intimate Care Policy

3. Roles and Responsibilities

The Governing Body

The Governing Body holds overall responsibility for ensuring that Phoenix Arch School complies with all safeguarding and child protection legislation and follows Working Together to Safeguard Children (2026) and KCSIE (2026).

Governors will:

- Ensure effective policies, procedures and training are in place and reviewed annually.
- Confirm that safeguarding practice aligns with Brent's local arrangements and that inter-agency working is effective.
- Nominate the Chair of Governors**, Adit Mehta**, to liaise with the LA and other agencies in the event of allegations against the Headteacher.
- Appoint Ana Andres as the Safeguarding Governor to provide strategic oversight, monitor the effectiveness of safeguarding arrangements, meet regularly with the DSL and report assurance and any areas requiring action to the Governing Body.
- Ensure the Headteacher, Falu Mehta, as the Designated Safeguarding Lead (DSL), and Lennie Sarkis and Luana Oancea as Deputy DSLs, ensuring they are appropriately trained.
- Ensure **Luana Oancea** acts as **Designated Teacher for Looked-After Children** and liaises with the Virtual School Head to support progress and use of Pupil Premium.
- Monitor that all staff receive safeguarding training at least annually and safer recruitment is applied, with at least one trained governor on all panels.
- Oversee the curriculum to ensure pupils are taught about safety, healthy relationships and online protection.
- Ensure appropriate supervision for volunteers and DBS checks for all governors.
- Review safeguarding arrangements termly and receive regular DSL reports.

The Headteacher (DSL)

The **Headteacher, Falu Mehta**, has overall responsibility for safeguarding and child protection and must:

- Promote a strong safeguarding culture and uphold public trust in the profession.
- Ensure all staff follow policy and procedures, including reporting concerns through **CPOMS**.
- Provide all new staff with safeguarding induction, *KCSIE (Part 1)*, and key policies.
- Ensure child protection files are transferred separately and securely to the new setting as soon as possible, and within five days for an in-year transfer or within the first five days of a new term. A clear, structured summary must identify current concerns, relevant context and ongoing support needs; receipt must be confirmed and the receiving setting must review the information promptly.
- Liaise with governors, external agencies, and Brent Family Front Door (0208 937 4300) where appropriate.

The Designated Safeguarding Lead (DSL)

The DSL, Falu Mehta, supported by Deputy DSLs Lennie Sarkis and Luana Oancea, will:

- Refer all cases of suspected abuse or neglect to **Brent Family Front Door (0208 937 4300)** or the **LADO (0208 937 2090)** as appropriate.
- Liaise with the **Channel** programme where there are concerns about radicalisation.
- Support staff with Family Help assessments and monitor cases until outcomes improve.
- Keep secure, detailed CPOMS records and contribute to multi-agency meetings.
- Ensure all staff understand the safeguarding policy and are confident to report concerns.
- Be alert to the additional needs of pupils with SEND and those who are young carers or looked-after.
- Promote a culture of listening to children and taking their views into account.
- Be available during school hours to discuss any safeguarding concerns.

Maintain clear and reliable cover arrangements whenever the DSL is unavailable because of illness, leave or other circumstances. Staff will be told which Deputy DSL is covering and how concerns will be received, monitored and acted upon without delay.

- Liaise with the DSL and DDSL and external agencies where safeguarding is linked to mental health.

All Staff Members

All staff, including those who do not work directly with pupils, must read Part one of Keeping Children Safe in Education 2026 in full. The former condensed Annex A no longer applies. Staff must confirm annually that they have read and understood Part one.

All staff must understand the local pathways for universal services and community-based early help, the targeted early help level of Family Help, section 17 services for children in need, and section 47 child protection enquiries.

Staff must recognise prejudice-based harm, including racism and faith-based prejudice, as a potential safeguarding concern and consider its effect on a pupil's welfare, wellbeing, mental health and willingness to seek help.

All staff have a duty to safeguard pupils' wellbeing and maintain professional conduct. They must:

- Provide a safe, inclusive learning environment and act in accordance with school policies.
- Maintain an attitude of *"it could happen here"* and report all concerns promptly on **CPOMS**, following up with the DSL before leaving school.
- Continue to monitor concerns and re-report if outcomes do not improve.
- Know how to make a referral to **Brent Family Front Door (0208 937 4300)** if a child is at immediate risk.
- Understand Family Help procedures and work with the DSL to support children and families.
- Respond appropriately to any disclosure or sign of abuse, recording factual information only.
- Maintain confidentiality and always act in the child's best interest.
- Include safeguarding as a standing item in weekly team meetings and ensure risk assessments are completed for all activities on and off-site.
- Follow procedures for online safety, Prevent, radicalisation, and reporting building or safety concerns.

4. Inter-agency working

All staff, including supply teachers, follow the same safeguarding procedures. Phoenix Arch School fulfils its statutory duty to work with external agencies such as MASH, the Children's Disability Service, police, health

professionals, and the Education Welfare Service to protect pupils' welfare and provide Family Help where needed.

The school recognises that effective information sharing is vital for safeguarding. Data protection legislation is not a barrier to sharing information where a child may be at risk of harm, and staff understand that fear of sharing information must never prevent them from acting to protect a pupil.

Phoenix Arch works closely with parents and carers, encouraging open communication about concerns. Parents are informed of referrals unless doing so could increase risk or interfere with a police investigation. Where a non-verbal or minimally verbal pupil has an unexplained injury, Social Care will be contacted before parents to ensure safety.

The DSL and DDSL liaise with families and agencies to support referrals and ensure Family Help is accessed when appropriate, including in cases where child sexual exploitation (CSE) may be a concern.

5. Abuse/neglect and exploitation

Staff must be alert to modern slavery, trafficking, financial exploitation and extra-familial harm. Child criminal exploitation or child sexual exploitation may be committed or facilitated by an individual, organised network or gang and may constitute modern slavery. A child may identify as part of the group exploiting them or may be criminalised for actions taken under coercion.

Staff must also recognise child-to-parent or caregiver abuse and teenage relationship abuse, including physical, sexual and emotional abuse and stalking.

Safeguarding issues often overlap. Staff must avoid treating a concern as a single incident or relying on one label where the available information indicates several connected risks.

All staff understand that abuse, neglect, and exploitation often overlap and are rarely isolated incidents. Because of their daily contact with pupils, staff are well placed to notice early signs of concern.

Phoenix Arch:

- Create a safe, supportive environment where pupils feel listened to and know whom they can approach.
- Recognise that behaviour is a form of communication and support pupils through their preferred methods, including visual aids or Makaton.
- Listen, believe and act on what pupils disclose, following the principle**:** Listen – Reassure – Record – Report.
- Never promise to keep secrets.
- Embed safeguarding awareness through the PSHE/PSED curriculum, helping children learn how to stay safe.

Staff maintain an attitude of *"it could happen here"* and always act in the best interests of the child**.** They are trained to recognise indicators of abuse and take prompt action through **CPOMS** and the **DSL** whenever a child may be at risk.

INDICATORS of Abuse/Neglect/Exploitation

6. Types of abuse and neglect

Abuse is any form of maltreatment that causes harm or fails to prevent harm. Children may be abused by family members, carers, peers, or others, including online.

- **Physical abuse:** Hitting, shaking, burning, poisoning, or fabricating illness.

- **Emotional abuse:** Persistent emotional maltreatment that damages a child's sense of worth, e.g. humiliation, rejection, or fear.
- **Sexual abuse:** Forcing or enticing a child into sexual activity, contact or non-contact, including online.
- **Neglect:** Persistent failure to meet a child's physical or emotional needs, such as food, safety, supervision, or medical care.

Staff must recognise that mental health difficulties can be both a cause and consequence of abuse or neglect. Any concerns about a child's wellbeing or a parent's mental health that could affect a pupil's safety must be recorded on CPOMS and shared immediately with the **DSL**. Staff should remain especially vigilant to ongoing family pressures and mental health needs following the Covid-19 pandemic.

Safeguarding is everyone's responsibility — to do nothing is to neglect our duty to protect.

Emotional Abuse

Emotionally harmful adult behaviour may include provocative, shaming, threatening, dismissive or confrontational language; arguing with or repeatedly answering back to a pupil; crowding a distressed or dysregulated pupil; failing to allow sufficient physical and emotional space; continuing demands when a pupil is showing signs of overload; or using words or actions that incite, encourage or foreseeably escalate aggression towards the pupil, other children or adults. Adults must respond calmly, reduce language and demands, allow safe space and time for regulation, and seek support rather than continuing a power struggle. A pupil's autism, communication needs or distressed behaviour must never be used to excuse emotionally harmful adult conduct.

Persistent emotional maltreatment of a child such as to cause **severe and persistent adverse effects** on their emotional development.

It may involve:- Conveying they are worthless, unloved, inadequate or only valued insofar as they meet the needs of another person

- Not giving the child the opportunity to express views, 'making fun' of what they say or how they communicate
- Inappropriate expectations for their age or development – including overprotection
- Seeing or hearing the ill treatment of others
- Serious bullying & causing child to feel frightened or in danger
- Exploitation or corruption of children
- All types of ill-treatment of a child

Examples of factors in emotional abuse:

- Lack of praise and encouragement
- Lack of comfort and love
- Lack of attachment
- Lack of appropriate stimulation
- Lack of continuity of care
- Singling out one child for such treatment
- Over protective and possessive behaviour of a parent which prevents the child from having normal contact with friends
- Exposure to domestic abuse including
- Inconsistency of parenting
- Harsh discipline
- Negative comments – put downs

Physical Abuse

Hitting, Shaking, Throwing, Poisoning, Burning or Scalding, Drowning, Suffocating or otherwise causing physical harm to a child

Physical harm can also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child for whom they are caring (FII: Fabricated or Induced Illness)

- **Some examples of indicators of physical abuse:**
- Bruising on a baby
- Multiple bruises
- Bruising in odd places
- Black eyes
- Torn frenulum (skin between the top lip and the front teeth.)
- Bite marks
- Burns – cigarette, iron, linear etc.
- Scalds
- Fractures
- Poisoning
- Shaking injuries
- Ligature marks –internal injuries

Sexual Abuse

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.

Activities include:-

- Physical contact, including penetrative and non-penetrative acts
- Involving children looking at or in the production of sexual images
- Watching sexual activities
- Encouraging children to behave in sexually inappropriate ways
- Grooming a child in preparation for abuse

Women can also commit acts of sexual abuse as can other children.

Possible physical signs of sexual abuse:

- Finger- tip bruising on the inside of the thigh
- Itchiness, soreness, discharge, bleeding, pain on passing urine, repeated urine infections
- Rectal bleeding
- Injuries to the genital area
- Persistent abdominal pain or headaches without apparent cause
- Pregnancy in a girl below the age of 16 years, especially if she is vague or secret about the age of the father

Behavioural Indicators can include:

- The child's disclosure that sexual abuse has happened
- Sleep disturbances
- Inappropriate sexual play
- Explicit sexual knowledge
- Attention needing rather than attention seeking behaviour
- Lack of trust or fear of familiar adults

- Learning difficulties
- Running away from home
- Self- harm/appetite disorders/anti-social behaviour

Neglect

Persistent failure to meet a child's basic physical &/or psychological needs, likely to result in the **serious** impairment of a child's health or development. May occur during pregnancy as a result of parental substance misuse.

Parent or Carer fails to provide:-

- Adequate food, clothing or shelter (including exclusion from home & abandonment)
- Protection from physical & emotional harm or danger
- Ensure adequate supervision
- Access to appropriate medical care or treatment
- For child's basic emotional needs

Some possible features of neglect:

- Impairment of growth or obesity
    - Pot belly, thin hands
    - Mottled hands and feet which may be swollen
    - Poorly clothed, neglected appearance, smelly child
    - Unhygienic home conditions
    - Abnormally voracious appetite
    - Dry sparse hair
    - Impairment of development
    - Lack of stimulation
    - Lack of supervision
    - Failure to seek medical care
    - Failure to attend school

Behavioural Indicators may include:

- Fear of going home or parents being contacted
- Undue fear of adults
- Aggression/bullying
- Behaviour changes without any explanation
- Overly compliant behaviour or 'watchful attitude'
- Deliberately missing education

All members of staff will be aware of the indicators of child-on-child abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.

All staff will be aware of the necessary procedures to follow to prevent child-on-child abuse, as outlined in the school's Anti-Bullying Policy.

All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home. Pupils witnessing abuse are considered victims. Any concerns should be reported to the DSL through CPOMS

7. FGM

Female Genital Mutilation (FGM) is the partial or total removal of the external female genitalia for non-medical reasons and is a criminal offence in the UK. It is a form of child abuse and violence against women and girls.

All staff remain alert to the possibility that a girl may be at risk or may already have been affected. Any concerns must be reported to the **DSL**, who will follow Brent safeguarding procedures. Teachers have a legal duty to report directly to the police any case where FGM is known to have been carried out on a girl under 18.

Indicators of risk may include talk of a "special procedure," a long family holiday abroad, withdrawal from PSHE, or a family history of FGM. Signs that FGM may already have taken place include difficulty sitting or walking, repeated toilet visits, or prolonged absences. Teachers will not examine pupils but will act immediately on any concern.

FGM falls under the wider definition of Honour-Based Abuse (HBA), which also includes forced marriage and other crimes committed to protect perceived family or community honour. All forms of HBA are treated as safeguarding concerns and referred through the **DSL** under section 47 of the *Children Act 1989*.

8. Forced marriage

A forced marriage is one entered into without the full and free consent of one or both parties. It is a criminal offence in the UK. Since February 2023, it is also illegal to cause or facilitate a child's marriage before their 18th birthday even without threats, coercion or violence and this includes informal or non-legal ceremonies.

Although rare in primary settings, staff remain alert to possible indicators such as unexplained anxiety, withdrawal, frequent absence, or mention of travel or family arrangements that cause concern. If a member of staff suspects that a child may be at risk of forced marriage, they must report this immediately to the **DSL**, who will follow Brent's safeguarding procedures and, if needed, contact the police or the Forced Marriage Unit for advice.

9. Child sexual exploitation (CSE)

For the purpose of this policy, child sexual exploitation is a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, either in exchange for something they need or want, or for the financial gain or status of the perpetrator.

CSE can occur online as well as through physical contact, and a child may be exploited even if the activity appears consensual.

Identifying Cases

Staff are alert to possible indicators of CSE, including:

- Unexplained gifts or possessions
- Older friendships or relationships
- Sudden mood or behaviour changes
- Sexualised behaviour or language

- Use of inappropriate or risky websites

Referring Cases

If staff suspect CSE or risk of it, they must report concerns to the DSL. If concerns remain after discussion, local safeguarding procedures will be followed, including referral to the Local Authority.

Filtering and Monitoring

Phoenix Arch uses LGfL filtering and monitoring systems to protect pupils and staff from harmful or inappropriate online content, including pornography, self-harm, misogyny, racism, fake news and extremist material. Staff must follow online safety procedures, remain vigilant and report any concerns immediately.

Support

Once referred, the Local Authority and other agencies will manage the case to conclusion. The school will cooperate fully and continue to provide appropriate support for the pupil involved.

Child Criminal Exploitation (CCE) and County Lines

Child Criminal Exploitation (CCE*)* occurs when children are manipulated or coerced into committing crimes on behalf of others, such as carrying money or drugs often referred to as *county lines* activity. Although more common in secondary settings, Phoenix Arch staff remain alert to early indicators such as sudden changes in behaviour, new possessions, increased anxiety, or mention of older peers.

Our pupils are taught about personal safety and making positive choices through the Brent Citizenship Programme, which helps Year 6 pupils understand community safety and the dangers of exploitation, including county lines.

Any concern that a pupil may be at risk of criminal exploitation is reported immediately to the DSL, who will follow local safeguarding procedures and, where necessary, refer to Brent Family Front Door or the police.

10. Families at Risk of Homelessness

The DSL and deputies will be familiar with referral routes to the Local Housing Authority so that concerns about potential homelessness can be raised early.
Possible indicators include:

- Household debt or rent arrears
- Domestic abuse or anti-social behaviour
- Families mentioning they must move
- Transition from other benefits to Universal Credit

Early identification allows the school to help families access support before a crisis occurs.

Pupils with Family Members in Prison

Pupils who have a parent or family member in prison will receive appropriate pastoral and emotional support. Staff will maintain sensitivity and confidentiality while working with parents, carers and outside agencies to reduce stigma and support wellbeing.

Pupils Required to Give Evidence in Court

Pupils asked to give evidence in court, whether as victims or witnesses, will be provided with pastoral support and a safe space to discuss worries or questions. The DSL will liaise with relevant professionals to ensure the pupil feels supported before, during and after the process.

13. Contextual safeguarding

As a specialist SEN provision for pupils with autism and related communication and sensory needs. Our safeguarding approach recognises that behaviour is a form of communication and that changes in regulation or routine can indicate distress or risk. Staff are trained in Makaton, Zones of Regulation, and trauma-informed practice to help pupils express emotions and stay safe.

Safeguarding incidents may occur outside school and be influenced by wider environmental factors. The DSL and deputies will always consider this contextual safeguarding when assessing risk and include relevant background information in any referral. All staff understand that children may hide exploitative relationships from parents or carers and that staff may become aware first. Any concerns about pupils' friendships or activities, even if arising beyond school, must be shared with the DSL or reported directly to **Brent Family Front Door (0208 937 4300)** if a child is at immediate risk.

14. Radicalisation and the Prevent Duty

For the purpose of this policy, radicalisation refers to the process by which a person comes to support or engage with extremist or terrorist ideas. Protecting pupils from this risk is part of Phoenix Arch School's wider safeguarding responsibility.

Staff remain alert to changes in behaviour, communication, or attitudes that may suggest a pupil needs support or protection. Concerns are reported immediately to the DSL, who follows Brent safeguarding procedures and may refer through the Family Front Door.

The school works closely with parents, recognising their key role in identifying early concerns. All staff complete Prevent (WRAP) training to understand risks, respond appropriately, and promote positive, inclusive values.

Indicators of Vulnerability

Children may be more at risk of radicalisation if they experience:

- Identity crisis – distancing from cultural or family background, uncertainty about belonging
- Personal crisis – family conflict, isolation, or low self-esteem
- Personal circumstances – migration, exposure to community tensions, or discrimination
- Unmet aspirations – feelings of injustice, failure, or disengagement from society
- Criminal influences – association with criminal groups or negative peer networks

Phoenix Arch takes a proportionate, education-focused approach, helping pupils build resilience, self-esteem, and a sense of belonging through the curriculum and pastoral support.

Making a Judgement

Staff are alert to signs that a pupil may be vulnerable to extremist influence. When assessing concerns, staff consider whether a pupil:

- Has access to, or shows interest in, extremist material or groups;
- Expresses sympathy for extremist causes or justifies violence;

- Uses extremist narratives to explain personal experiences or disadvantage;
- Has experienced rejection, discrimination, or conflict over beliefs;
- Is in contact with anyone promoting extremist ideas.

Any such concerns must be reported immediately to the **DSL**, who will assess the risk and, if necessary, contact the **police** or **Brent Family Front Door**. In an emergency, a **999 call** will be made.

Extremist Speakers

Phoenix Arch School does **not permit any external speakers or groups** to promote extremist, political, or religious views on school premises. The site is used solely for educational purposes and community partnerships consistent with British values.

Building Pupils' Resilience

The school builds resilience to extremism by:

- Promoting **British values** and inclusive citizenship.
- Encouraging respectful discussion of beliefs and differences.
- Teaching pupils to recognise risk, make safe choices, and seek help.
- Supporting pupils to understand democracy, fairness, and mutual respect through the curriculum and community events.

Staff use resources from Brent safeguarding partners, the local police (101)**,** and the DfE Prevent helpline (020 7340 7264) to seek advice or training.

15. A child missing from education

A child going missing from school is a potential indicator of abuse, neglect and exploitation and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from education, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.

Be aware that children may have different types of absence, but all are vulnerable:

- Children absent from education are on the school roll, but are regularly not attending
- Staff are aware that unexplained absence can be an indicator of abuse, neglect or exploitation and all absences are reported to DSL DDSL
- Children missing education aren't on any school roll or being educated elsewhere
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- There is a joint monitoring between attendance and safeguarding leads.

Phoenix Arch School will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Phoenix Arch School make contact with families daily if a child does not arrive to school. If after three days the school has not heard from parents or carers the school will visit the home to conform the family is safe and is not in need of additional support.

Admissions register

Phoenix Arch School keeps the admissions register accurate and up to date at all times. At least two emergency contact details are held for each pupil, with parents encouraged to provide three.

When a child's address changes, the school records:

- The full name of the parent the pupil lives with
- The new address
- The date the move takes effect

When a pupil transfers to another school, the admissions register includes:

- The name of the new school
- The date the pupil started or is due to start there

Data is transferred securely via an approved online system. The LA is notified of any pupil removed from the register in line with the Education (Pupil Registration) (England) Regulations 2006 (as amended), including those who are:

- Home educated
- No longer living within reasonable distance
- Permanently excluded

The school only removes a pupil when both the LA and DSL confirm that referrals have been made to the Children Missing Education Team or Family Front Door, where appropriate.

Pupils with SEND

Phoenix Arch recognises that pupils with autism and SEND may face additional safeguarding challenges. Staff understand that distress or abuse may be expressed through behaviour, withdrawal or changes in regulation rather than words.

Staff remain alert that:

- Some signs of abuse may overlap with a child's disability but must never be dismissed without further exploration.
- Pupils with SEND are more vulnerable to bullying or social difficulties.
- Communication barriers may require alternative tools such as Makaton, visuals, social stories and Zones of Regulation.

When safeguarding concerns arise, the DSL works closely with class staff, therapists and families to ensure communication needs and context are fully understood. Practice is always personalised, child-centred and focused on ensuring each pupil's voice is heard in a way meaningful to them.

17. Alternative provision

Phoenix Arch remains responsible for safeguarding a pupil placed in alternative provision. Before placement and throughout attendance, the school will obtain assurance about safeguarding arrangements, required vetting checks, attendance reporting, information sharing, curriculum suitability and the pupil's welfare. The DSL will maintain regular contact with the provider and review whether the placement continues to meet the pupil's needs.

The school will remain responsible for a pupil's welfare during their time at an alternative provider including school residential trips.

18. Private fostering

Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks

19. Concerns about a pupil

If a member of staff has a concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.

All staff members have a log into CPOMS and must record their concerns on this system at the first available opportunity. Any written notes must be signed, dated and handed to the DSL for secure storage.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in section 28 on this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter. Where neither the DSL nor DDSL are available staff will contact Jannine Badstubber or the Chair of Governors

If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

If a pupil has committed a crime the police will be notified without delay. A child committing a crime may also need to be considered a victim and require appropriate support.

20. Family Help

Family Help means providing support as soon as a concern emerges, at any stage in a child's life. While any pupil may need Family Help, staff are particularly alert to pupils who:

- Have SEND or are young carers;
- Show signs of neglect, exploitation or radicalisation;
- Live in families affected by domestic abuse**,** substance misuse, or mental health difficulties;
- Go missing from education, home or care;
- Are at risk of criminal behaviour, modern slavery, or trafficking;
- Have parents in custody or are returning home from care.

Phoenix Arch recognises that children who witness domestic abuse are also victims and that such experiences can have long-term impact.

All staff understand Brent's Family Help process and their role in identifying and recording concerns through CPOMS. Staff will discuss all concerns promptly with the DSL to decide on next steps or referral to the Brent Family Front Door.

21. Managing referrals

All staff follow the procedures outlined in Appendix 1. The DSL ensures staff understand Brent's referral process and provides support where needed.

When referring to MASH or other agencies, information is shared securely and only when necessary. The DSL liaises closely with external partners, including the police, to protect pupils and avoid compromising any investigation.

If a pupil is at immediate risk of harm, the referrer will be informed of action taken within one working day. The school will not delay protective measures while waiting for investigations to begin or conclude.

Where MASH decide that a statutory investigation is not required, the school will consider alternative routes such as Family Help or pastoral support, and re-refer if risks persist.

Discussions with parents will occur only where it is safe to do so. The school works collaboratively with families so pupils and parents understand any safeguarding arrangements and the support available.

22. Concerns about staff members and safeguarding practices

If a staff member has a concern about another colleague's conduct, they must report it immediately to the Headteacher (DSL)**.**
If the concern involves the Headteacher, it must be reported directly to the Chair of Governors, Adit Mehta**.**

Any concerns about the school's safeguarding culture or procedures should be raised with the Senior Leadership Team, following the Whistleblowing Policy. If a member of staff feels unable to raise an issue internally, they can contact the NSPCC Whistleblowing Helpline (0800 028 0285)**.**

All allegations against staff will be managed in line with the Managing Allegations Policy and referred to the Local Authority Designated Officer (LADO: 020 8937 2090) where appropriate.

Low-Level Concerns

Any concern that an adult has used humiliating, intimidating, provocative or confrontational language, failed to give a distressed pupil appropriate space, or contributed through words or actions to an escalation must be

reported immediately to the Headteacher or DSL. Where the concern relates to the Headteacher or DSL, it must be reported to the Chair of Governors. The concern will be recorded and considered under the low-level concerns or allegations procedure according to the level of harm or risk. Staff must not dismiss the concern because the pupil is non-speaking, has limited communication, is known to become dysregulated, or cannot provide a conventional verbal account.

Staff are encouraged to share low-level concerns early to maintain a transparent and safeguarding-first culture. A low-level concern is any behaviour that may be inconsistent with the Staff Code of Conduct**,** even if it does not meet the threshold for referral to the LADO. Examples include:

- Being overly familiar with a pupil or showing favouritism;
- Taking photographs of pupils on a personal device;
- Spending time alone with a pupil in a closed or secluded area;
- Using language that could be seen as unkind, intimidating, or overly personal.

In an SEN setting like Phoenix Arch, where pupils may misinterpret tone, touch or boundaries, staff must maintain clear, consistent and professional conduct at all times.

All low-level concerns must be recorded on CPOMS and shared with the DSL, who will review and decide next steps in line with the Keeping Children Safe in Education (2026) guidance.

23. Dealing with allegations of abuse against staff

All allegations will be dealt with in line with the school's Managing Allegations Policy

Where an allegation is substantiated, and the individual is dismissed or resigns, the school will refer it to the DBS. They will also consider referring the matter to the TRA (teaching regulation authority) for consideration for a prohibition order. All teachers dismissed should be reported to the Secretary of State.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to MASH.

Staff behaviour concerns that don't meet the threshold of harm must still be recorded and monitored (Part 4, Section 3 of KCSIE 2026).

24. Child-on-child abuse including harassment and violence

Phoenix Arch recognises a progressive continuum from developmentally inappropriate or harmful sexual behaviour through to sexual harassment and sexual violence. The response will be proportionate to the behaviour, the pupils' ages and developmental stages, power imbalances, coercion, repetition, intent and impact, while safeguarding both the pupil harmed and the pupil whose behaviour has caused concern.

Every incident involving the making or sharing of nudes or semi-nudes requires a safeguarding response, whether the image sharing appears consensual or non-consensual. Staff must not view, copy, print, share, save or forward such imagery and must report it immediately to the DSL or a Deputy DSL.

Child-on-child abuse may include serious physical harm or threats involving weapons. It is preventable and must never be dismissed as banter, part of growing up, or an unavoidable consequence of a pupil's SEND.

Phoenix Arch School recognises that pupils can be harmed by other children. All incidents of child-on-child abuse, including sexual harassment or violence, are treated seriously and in line with safeguarding procedures. Staff understand that pupils with **SEND**, including autism, may not always recognise boundaries or the impact of their behaviour, and require clear teaching and support.

Sexual Harassment

Sexual harassment is *unwanted conduct of a sexual nature*, occurring online or offline, that violates a pupil's dignity or creates a hostile environment. Examples include:

- Sexual comments or jokes;
- Inappropriate physical contact, e.g. brushing or touching;
- Online behaviours such as sharing sexual images, comments or threats.

If left unchallenged, such behaviour can normalise disrespect and lead to sexual violence.

Sexual Violence and Harmful Sexual Behaviour

Sexual violence includes **rape, assault by penetration,** or **sexual assault**, as defined by law.
Harmful sexual behaviour (HSB) refers to inappropriate, aggressive, or exploitative actions that may cause distress or developmental harm. It can include:

- Using explicit language or gestures;
- Inappropriate touching or threats;
- Sexual behaviour between pupils of significantly different ages or developmental stages.

All concerns are reported immediately to the **DSL**, who will assess risk, inform parents where appropriate, and liaise with **Brent Family Front Door** or the **police** if needed. Pupils who display or experience harmful sexual behaviour will be supported through tailored interventions, restorative work, and clear boundaries within the school's safe, structured environment.

Preventative Approach

Phoenix Arch School promotes a preventative culture where pupils learn to recognise and report abuse in a safe, supported environment. Through **PSHE, RSE, assemblies, and group sessions**, pupils are taught about:

- Healthy and respectful relationships
- Online safety and image sharing
- Equality, gender roles, and respect for difference
- Self-esteem, body confidence, and consent
- How to report concerns and access help

All learning is age and developmentally appropriate, with resources adapted for pupils with autism and communication needs.

Awareness

Staff recognise that pupils of any gender can abuse others and that child-on-child abuse is never tolerated or dismissed as "banter."
Pupils with SEND are particularly vulnerable and may not recognise abuse or know how to disclose it. Staff are trained to be professionally curious and to report any concern, however small, to the DSL via CPOMS.
LGBTQ+ pupils, or those perceived as such, may also be targeted, and all reports are treated with equal seriousness.

Support and Response

If a pupil is harmed or at immediate risk, the DSL will contact the Police and Brent Family Front Door without delay.
Where Family Help or statutory assessment (Section 17 or 47) is appropriate, the school will work with external agencies and support the pupil throughout.

Online incidents are managed with care — if sexual images are involved, the Internet Watch Foundation may be contacted to remove content. Staff must never view or forward illegal images and must report concerns to the DSL.

Disciplinary action and support are not mutually exclusive — both may occur where necessary to protect and help pupils.

Managing Disclosures

Victims are always listened to, believed, and supported. Staff:

- Never promise confidentiality; only share with those who need to know.
- Explain next steps clearly and keep the child informed.
- Record factual notes promptly, using open questions if clarification is needed.
- Where possible, manage disclosures with two members of staff, one being the DSL or Deputy.
- Inform the DSL immediately after any disclosure.

All reports, including those about online or off-site incidents, are handled in line with KCSIE (2026) and Brent safeguarding procedures. The DSL and DDSL decide actions with the child's best interests at the centre at all times.

25. Communication and Confidentiality

The school will involve only those staff and agencies necessary to support the victim or assist with an investigation. While pupils are supported to share concerns in confidence, staff cannot promise secrecy. Information may be shared without consent if it is in the public interest or necessary to protect a child from harm.

When making confidentiality decisions, the DSL will consider:

- Informing parents unless doing so places the victim at greater risk
- Referring to MASH or the police if a child is at risk, in danger, or has been harmed
- Reporting any incidents of rape, assault by penetration, or sexual assault to the police

The DSL will always balance the victim's wishes with their duty to safeguard others, explaining any decisions made to the pupil and ensuring specialist support is offered.

Anonymity

Where cases progress through the criminal justice system, legal anonymity will be maintained. The school will take all reasonable steps to protect the identities of those involved, limit information sharing to essential staff, and manage communication carefully. The potential role of social media in breaching anonymity or spreading rumours will be actively considered and addressed.

Risk Assessment and Response

The DSL or deputy will complete an immediate risk and needs assessment whenever a report of sexual violence is made, and consider one for reports of sexual harassment. Professional assessments by social workers or specialist services may also be required.

Risk assessments will consider:

- The victim
- The alleged perpetrator
- Other pupils potentially affected

All assessments will be recorded, reviewed regularly, and stored securely under the school's Data Protection Policy.

Following a disclosure, the DSL or deputy will decide the school's response based on:

- The victim's wishes

- The nature and severity of the incident
- The pupils' ages, developmental stages, and any power imbalance
- Ongoing or wider risks, and the best interests of all involved

Sexual violence or harassment is never tolerated. Reports will be managed sensitively and recorded carefully.

Managing Reports

The DSL will decide, in consultation with external agencies, when to inform the alleged perpetrator. Possible outcomes include:

- Managing internally through pastoral or behaviour interventions
- Providing Family Help
- Referral to MASH or Family Front Door
- Reporting to the police

Key legal principles include:

- No child under 13 can consent to sexual activity
- The age of consent is 16
- Creating or sharing sexual images of anyone under 18 is illegal

The school will act immediately to safeguard all pupils and cooperate with investigations. If statutory intervention is not deemed necessary, other forms of support such as Family Help, pastoral care, or specialist involvement will be arranged.

Staff are trained to make referrals through the Family Front Door for children or adults in the community if needed.

Working with Parents and Carers

The school will usually work with the parents of both the victim and alleged perpetrator to ensure coordinated support. For sexual harassment cases, decisions will be made individually and may involve guidance from external agencies.

26. Online safety

Online safety is an integral part of safeguarding. The school considers risks across content, contact, conduct and commerce, including risks created or amplified by generative artificial intelligence. This includes manipulated or wholly AI-generated sexual imagery, impersonation, grooming, misinformation, harmful content and the unsafe disclosure of personal or special-category data.

Pupils will be taught to use technology and generative AI safely, responsibly and critically through developmentally appropriate and accessible teaching. Staff must use only school-approved systems and must follow the Data Protection, Online Safety and Acceptable Use policies.

The effectiveness of filtering and monitoring systems will be reviewed at least once every academic year by the responsible senior leader, supported by the DSL and IT support. The review must test all internet-connected devices in relevant locations, record the checks and resulting actions, and consider whether systems remain proportionate to pupils' ages, SEND and access needs.

Through the curriculum, pupils are taught how to stay safe online and manage digital risks. Staff receive regular training to recognise:

- Warning signs that a pupil may be at risk online
- Procedures for reporting online safety concerns
- That pupils with advanced IT skills may unintentionally or deliberately engage in cyber-dependent crimes

The school uses filtering and monitoring systems to block extremist or harmful material while avoiding excessive restriction. Staff mobile phone use is governed by the Acceptable Use of ICT, Online Safety, and GDPR Policies to ensure digital safeguarding at all times.

27. Mobile Phone and Camera Safety

The school maintains a clear mobile phone policy that is communicated to staff, pupils, parents, volunteers, contractors and visitors. Any exception for health, accessibility or an individual pupil's needs must be authorised, risk assessed and recorded.

Staff must not use personal mobile phones or cameras when pupils are present. Phones may only be used in the staffroom during breaks or outside school hours and must be kept on silent and stored securely in lockers. In emergencies, staff may provide the school phone number for contact.

Personal devices must never be used to take photos or videos of pupils or staff. Only school-issued devices may be used, and all actions must comply with the Online Safety and Data Protection Policies. Inappropriate use or messaging will result in disciplinary action.

On trips, staff may take school mobile phones for emergency use only and must not use them around pupils. Personal contact details must not be shared with pupils or families.

The school reserves the right to search or confiscate items if there is a safeguarding concern. Downloading apps or software requires prior approval from the ICT technician or Headteacher.

All photography or filming of pupils must be pre-planned, with consent obtained and oversight by the Headteacher. For Looked after Children (LAC), adopted, or high-risk pupils, the DSL or DDSL will liaise with social workers or carers to manage any additional safeguarding requirements.

Any concerns about a staff member's use of mobile devices must be reported immediately to the DSL in line with safeguarding and managing allegations procedures.

28. Sports clubs and extracurricular activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to MASH or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

29. Safer recruitment and Pre-employment checks

An **enhanced DBS check with barred-list information** is carried out for all staff engaged in regulated activity. This includes anyone who:

- Has daily responsibility for the care or supervision of children;
- Regularly works on site while pupils are present;
- Regularly comes into contact with children under 18.

The school follows the DfE's *DBS Workforce Guides* when determining roles that fall within the child-workforce definition.

Pre-Employment Checks

Before confirming any appointment, the Governing Board ensures:

- Identity verification using current photographic ID and proof of address.
- An enhanced DBS with barred-list check where applicable.
- Prohibition-from-teaching checks through DfE Teacher Services.
- Mental and physical fitness confirmed via Occupational Health.
- Right-to-work status verified in line with UK-Visa guidance.
- Overseas checks where a candidate has lived or worked abroad.
- Qualifications and experience verified through Teacher Services.

References are sought for all shortlisted candidates, including internal ones, and must come from a senior referee rather than a colleague. Open testimonials are not accepted. References are reviewed before interview and any concerns resolved prior to appointment.

Governors and Internal Candidates

All governors undergo enhanced DBS checks; those involved in regulated activity also receive barred-list checks. Section 128 checks are completed for all senior leaders and governors. References for internal candidates are scrutinised in the same way as external applicants.

Volunteers

Volunteers must not begin regulated activity until the required enhanced DBS certificate and barred-list information have been obtained. The former supervision exemption has been removed. A volunteer who teaches, trains, instructs or supervises children on more than three days in any 30-day period, or overnight, is in regulated activity. A written risk assessment will determine the checks and supervision required for any volunteer role outside regulated activity.

Contractors

Contractors working on site must provide evidence of appropriate DBS clearance. Those without clearance are supervised at all times. Identity is verified on arrival.

Data Protection and Referrals

Recruitment data is held securely under the Data Protection Act 2018 and Brent guidance. The school will refer to the DBS any individual who has harmed, or poses a risk of harm to, a child and has been removed from regulated activity.

30. Single central record (SCR)

Phoenix Arch maintains a comprehensive **Single Central Record** of all staff, supply staff, governors, and regular volunteers. The SCR includes:

- Identity check;
- Barred-list check;
- Enhanced DBS;
- Prohibition-from-teaching check;
- Professional qualifications;
- Right-to-work check;
- Overseas checks (where relevant);
- Section 128 check for senior leaders and governors.

For supply staff, written confirmation is obtained from their agency that all required checks have been completed, with the date recorded. Volunteer risk assessments and completed checks are also logged on the SCR.

All reference requests for agency staff must be directed to the **Headteacher**; school staff are not permitted to provide personal references.

31. Staff Suitability

All staff and volunteers working with pupils under eight must meet the requirements of the Childcare (Disqualification) Regulations 2018. Individuals may be disqualified if they have certain convictions, restrictions, or court orders.

All staff must complete a declaration confirming they are not disqualified from working in education. Anyone found to be disqualified cannot continue working unless granted a waiver by Ofsted, with the school supporting this process where appropriate.

All reference requests for agency staff must be directed to the Headteacher; school staff are not authorised to provide personal references.

32. Training

All staff

SAFEGUARDING

On induction or arrival - staff handbook or agency pack

Single agency safeguarding training

Renewal - every two years

Refresher - annually or as necessary

PREVENT

On induction or arrival - Prevent policy and/or agency pack

Prevent training

Renewal - every two years

DSL and Deputies

Single agency safeguarding training - 6 hours

Renewal - every two years

Refresher - annually or as necessary

PLUS Safer recruitment training

Renewal - every 3 years

PLUS Prevent training - 3 hours

Renewal - every 2 years

Governors

Single agency safeguarding training - 6 hours

Renewal - every two years

Refresher - annually or as necessary

PLUS Safer recruitment training - 3 hours or on-line

Renewal - every 2 years

Chair and vice-chair of governing body

PLUS Safer recruitment training - 3 hours or on-line

Renewal - every 2 years

PLUS Prevent training - 3 hours

Renewal - every 2 years

33. Monitoring and review

This policy is reviewed at least annually by the DSL, supported by the Deputy DSLs, and approved by the Governing Body. Procedures and implementation are reviewed regularly between formal policy reviews.

Any changes made to this policy by the Head teacher and DSL will be communicated to all members of staff and governors.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is September 2027, or sooner if statutory guidance or local safeguarding arrangements change.

Appendix 1

CPOMS

At Phoenix Arch we use CPOMS (Child Protection Online Monitoring System) to record our child protection and safeguarding concerns. All staff have an individual log in linked to their school email account. All concerns are monitored by the DSL (Falu Mehta) and the DDSLs (Lennie Sarkis & Luana Oancea). Other relevant members of staff can also be alerted to concerns or incidents where appropriate. All members of staff can log their concerns but only key members of staff have access to all information and the chronology for each pupil.

All staff must record their concerns at the first available opportunity and it is their responsibility to speak to the DSL or DDSLs before leaving school to chase up their concern if they have not be informed earlier in the day.

CPOMS can be accessed via the link on a school computer or by the secure link https://phoenixarch.cpoms.net/

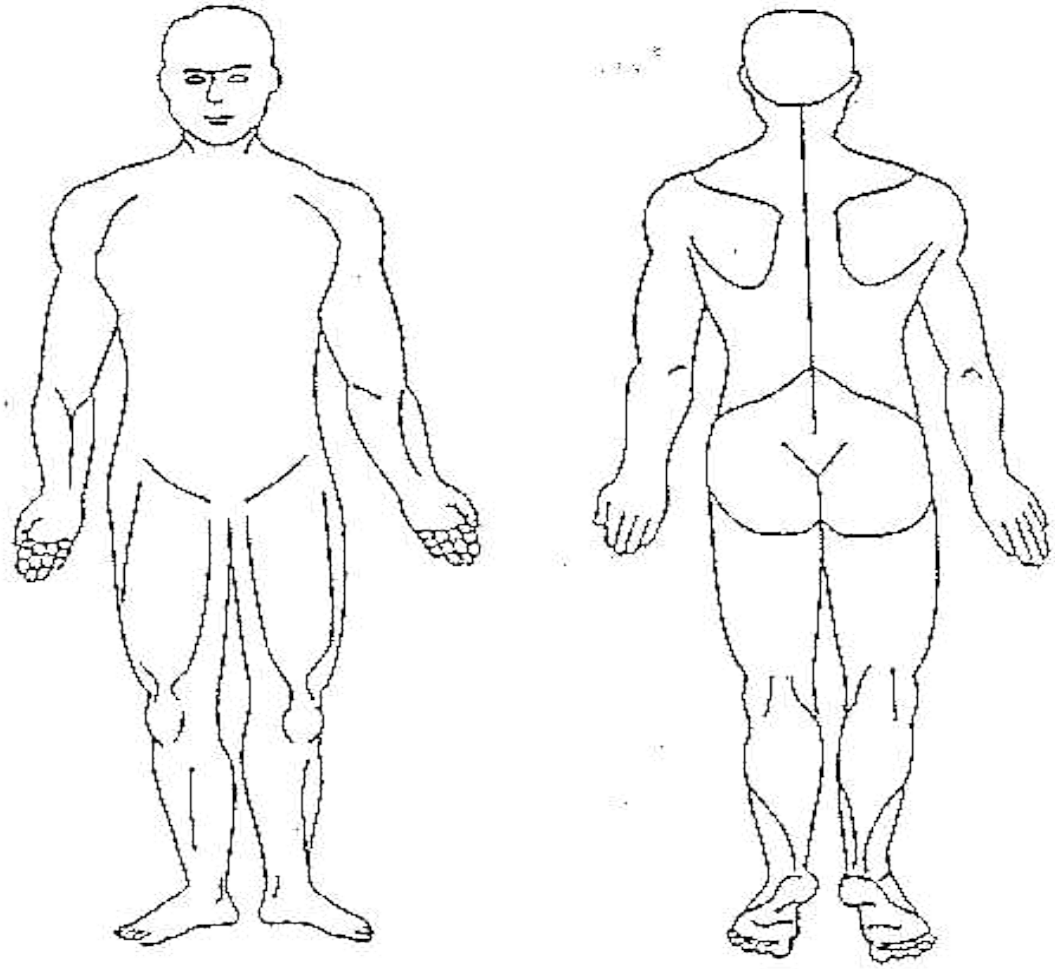
The user name is an individual Phoenix Arch email address and each user is prompted to set up their own password when they log on.

Appendix 2

Body Maps

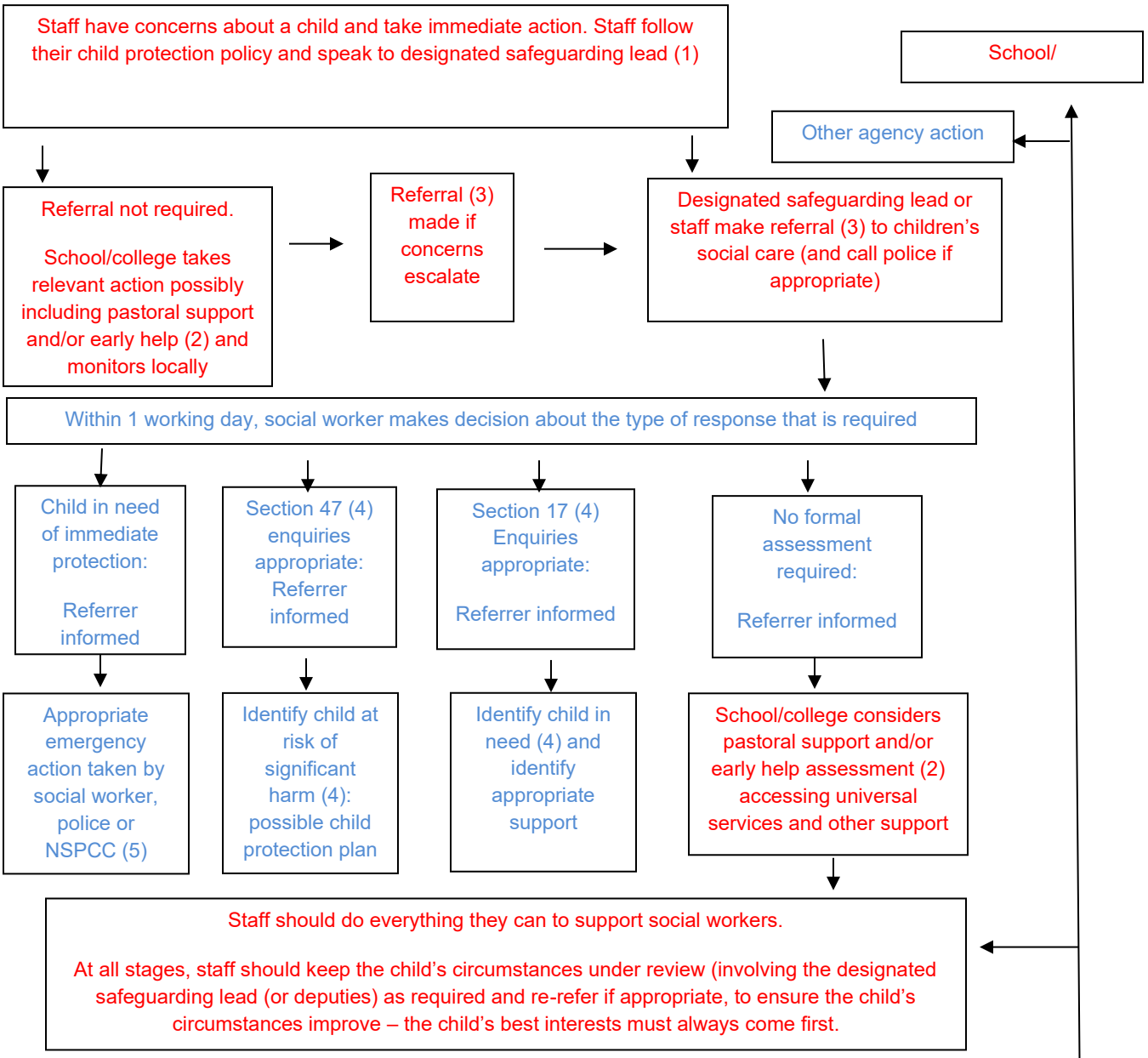
These body maps are not a substitute for a medical report/map by a paediatrician. They are intended as an optional tool to help indicate the place, size and severity of any physical injuries observed.

The child must not be examined in order to complete these and should be referred to a paediatrician if there are any suspicious marks



Safeguarding Reporting Process Appendix 3

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member. See part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under Section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering of likely to suffer significant harm. It has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

(5) This could include applying for an Emergency Protection Order (EPO).