

Safeguarding Policy

Camden Music

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Key Safeguarding Contacts

IF A CHILD OR AN ADULT IS IN IMMEDIATE DANGER OR IS AT IMMEDIATE RISK OF SIGNIFICANT HARM, YOU MUST CONTACT THE POLICE BY CALLING 999 WITHOUT DELAY.

Camden Music Contacts

Role	Name	Contact
Head of Service	Gareth Gay	020 7974 5342 / 07483 112 025 Gareth.Gay@camdenlearning.org.uk
Primary Music Co-ordinator	Joshua Kaye	020 7974 2655 / 07484 943 501 Joshua.Kaye@camdenlearning.org.uk
Senior Lead for Musical Progression	Sophia Holt	02079740220 / 07824 432756 sophia.holt@camdenlearning.org.uk
Senior Lead for Inclusive Music Making	Deirdre Waller-Box	020 7974 7239 / 07970 556033 Deirdre.Box@camdenlearning.org.uk
Music Centre Manager	Jenny Morgan	07956 317 444 / 07976 264 604 Jenny.Morgan@camdenlearning.org.uk
Camden Music Office	General Contact	020 7974 7239 CamdenMusic@camdenlearning.org.uk

Camden Learning Contacts

Role	Name	Contact
Senior Advisor: Safeguarding & Inclusion	Chris Roberts	0207 974 1122 / 07766 070080 Chris.Roberts@camdenlearning.org.uk
Director of Finance & Business Operations	Melanie Robinson	020 7974 1088 Melanie.Robinson@camden.gov.uk
Chief Executive Officer	Stephen Hall	0207 974 1122 Stephen.Hall@camden.gov.uk



London Borough of Camden Contacts

Children & Families Contact Centre

Phone: 020 7974 3317

Out of hours (after 5 pm, weekends & bank holidays): 020 7974 4444

Email: LBCMASHadmin@camden.gov.uk

Websites: <https://www.camden.gov.uk/are-you-worried-about-a-child> &

<https://cscp.org.uk/professionals/children-and-families-contact-service/>

Local Authority Designated Officer (LADO)

Name: Jacqueline Fearon

Phone: 020 7974 4556

Email: lado@camden.gov.uk

Website: <https://cscp.org.uk/professionals/managing-allegations-against-staff-and-volunteers-lado/>

1. Aims

Camden Music aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All tutors and staff are aware of their statutory responsibilities with respect to safeguarding
- Tutors and staff are properly trained in recognising and reporting safeguarding issues

This policy is consistent with:

- [Keeping Children Safe in Education \(KSCIE\) 2025](#)
- [After-school clubs, community activities and tuition: safeguarding guidance for providers](#)
- Camden Learning Safeguarding Policy

2. Commitment to Safeguarding

Camden Music, as part of Camden Learning, is committed to safeguarding children and will take the necessary steps to ensure that its employees and self-employed music tutors are aware of their responsibilities and know what to do to safeguard children.

All tutors providing services to the Music Service are required to comply with statutory safeguarding obligations. These obligations are consistent with self-employment and are necessary for any individual providing music education to children.

We expect everybody working with children and young people to have the attitude of **“it could happen here”**.

This will include:

- Refreshing your safeguarding training annually
- Reading at least Part 1 of Keeping Children Safe in Education (KCSIE) annually
- Remaining alert to safeguarding risks and ensuring familiarity with this safeguarding policy
- Take all suspicions and/or allegations of abuse or risk to children seriously and respond swiftly in accordance with this policy



- Sharing information appropriately
- Escalating matters of concern as required and being alert to our Whistleblowing process
- Ensuring that all concerns and discussions about a child's welfare, the decisions made and the reasons for those decisions are recorded in writing
- Ensuring that individuals engaged by Camden Music to teach, as well as those working for Camden Music, have completed the appropriate training

We will make sure that everyone has the same protection regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

3. What to do if you are worried about a child

This policy follows the Department for Education's guidance '[What to do if you're worried a child is being abused](#)'. It outlines the safeguarding risks associated with abuse and neglect, and sets out the actions that individuals working with or providing services for Camden Music should take in response.

Safeguarding is everyone's responsibility, and everybody should be alert to the signs of abuse and neglect. You should be willing to question the behaviour of children and their parents/carers and not necessarily take what you are told at face value. You should know how to ask for help and, where appropriate, refer to children's social care and/or the police.

Everyone should take appropriate action whenever necessary to ensure no child is left in immediate danger and take all reasonable steps to offer immediate protection to a child by referring them to the appropriate agency or service.

This means you should do the following:

- If a child is in imminent danger or is at immediate risk of harm, you should contact the police by calling 999 without delay
- If you are working in a school, you should:
 - Raise your concerns with the school's Designated Safeguarding Lead (DSL) in line with the school's safeguarding procedures. They will then act in accordance with their safeguarding policy
 - Complete the Camden Music Safeguarding Concerns Report form <https://forms.office.com/e/VA4nsbP9gB>
 - **You must also alert the Head of Service at Camden Music or another member of the core team if they are unavailable**
- If you are working in an out-of-school setting (e.g. Saturday Music Centre, Holiday Music Course, concert or event, afterschool rehearsal), you should:
 - Report the concern or disclosure to the Saturday Music Centre Director/ Senior Lead for Musical Progression/ Primary Music Coordinator **and the Head of Service**
 - Complete the Camden Music Safeguarding Concerns Report form <https://forms.office.com/e/VA4nsbP9gB>

In all cases, you should raise the concern with the Head of Service or another member of the core team if they are unavailable. They will complete a Camden Learning Safeguarding Concern form (see [Appendix 1](#)) and send it to safeguarding@camdenlearning.org.uk.



If in doubt as to whether a referral is appropriate, refer to the Camden Safeguarding Children Partnership (CSCP)'s '[Multi-agency thresholds and assessment guidance \(2019\)](#)' and the '[Thresholds criteria for children's service in Camden](#)' for further information on the appropriate response to the concerns. This will help referrers decide whether a referral is necessary.

Advice on possible referrals is also available from:

- **Camden Children & Families Contact Centre**
 - (e) LBCMASHadmin@camden.gov.uk
 - (t) 020 7974 4444
- **The NSPCC helpline**
 - (e) help@nspcc.org.uk
 - (t) 0808 800 5000

They can help you decide whether to make a safeguarding referral.

Respond to non-recent concerns (including historical allegations) in the same way as current ones.

Referrals to Camden's Children & Families Contact Centre should be made with the knowledge of the child's parent/carer. Discuss your concerns with the child's parent/carer before making a referral.

The exception is where making the parent/carer aware of your concerns would put the child at increased risk of significant harm. In these circumstances, a referral can be made without the knowledge or consent of the child's parent/carer.

If you don't receive confirmation or feedback within five working days, the referrer should contact the Children & Families Contact Centre at 020 7974 4444 for an update.

If you feel that no one is acting on your concerns about the safety or welfare of a child, it is your responsibility to take action.



If you feel a child is at risk of harm or they make a disclosure, you should:

AT SCHOOL	OUT-OF-SCHOOL SETTING
<p><i>If you are teaching in a school, you should:</i></p>	<p>(e.g. Saturday music centre, rehearsal, concert, event, etc.)</p> <p><i>If you are working in an out-of-school setting, you should:</i></p>
<p>(1) Ensure that the student is in a safe place. Never promise a child that you can keep a secret.</p>	<p>(1) Ensure that the student is in a safe place. Never promise a child that you can keep a secret.</p>
<p style="text-align: center;">↓</p> <p>(2) Inform the school's Designated Safeguarding Lead (DSL) without delay. You should be able to find the information about who this is at the school reception.</p>	<p>If the child is believed to be in danger or at immediate risk of harm, call the police on 999 straight away.</p>
<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p> <p>(2) Report the concern or disclosure to the Saturday Music Centre Director/ Senior Lead for Musical Progression/ Primary Music Coordinator and the Head of Service (HoS).</p>
<p>(3) Complete the Camden Music Safeguarding Concerns Report form immediately https://forms.office.com/e/VA4nsbP9gB</p>	<p style="text-align: center;">↓</p>
<p style="text-align: center;">↓</p>	<p>(3) Complete the Camden Music Safeguarding Concerns Report form immediately https://forms.office.com/e/VA4nsbP9gB</p>
<p>(4) Inform the Head of Service (HoS) and/or another member of the core team if they are unavailable without delay.</p>	<p style="text-align: center;">↓</p>
<p style="text-align: center;">↓</p>	<p>(4) If further advice is needed, contact the London Borough of Camden MASH Team - 0207 974 4444 (option 1) – outside office hours, weekends, or bank holidays).</p>
<p>(5) HoS to follow up with the school's DSL to find out what actions they will be taking.</p>	<p style="text-align: center;">↓</p>
<p style="text-align: center;">↓</p>	<p>(5) HoS will update the DSL of the school that the child attends via email straight away and then follow up with a telephone call during school hours.</p>
<p>(6) HoS to complete a Camden Learning Safeguarding Concern form (<i>see Appendix 1</i>) and send to safeguarding@camdenlearning.org.uk</p>	<p style="text-align: center;">↓</p>
	<p>(6) HoS to complete a Camden Learning Safeguarding Concern form (<i>see Appendix 1</i>) and send to safeguarding@camdenlearning.org.uk</p>



Identifying abuse and neglect, and extra-familial harm

Abuse and neglect are forms of maltreatment. A person may cause this by inflicting harm upon a child or by failing to act to prevent harm from occurring.

Safeguarding concerns can occur in many different contexts, which can vary in terms of their nature and seriousness. Those who work on behalf of Camden Music need to be alert to the possible contexts in which abuse and neglect, and extra-familial harm can take place.

The abuse and neglect of children can:

- Occur in a family or in an institutional or community setting
- Be perpetrated by those known to them or by a stranger (including online)
- Take place in the UK or, in the case of female genital mutilation (FGM), abroad
- Be carried out by an adult (or adults) or another child (or children)
- Take place over a period of time or be a one-off event

An abused child will often experience more than one type of abuse and can experience other difficulties in their lives. This can have a long-term impact on all aspects of a child's health, development and well-being. In an education context, this includes possible poor behaviour, engagement or attendance at schools.

Children at increased risk of abuse and neglect, and extra-familial harm

Some children can be particularly vulnerable to abuse and neglect. For example, disabled children may be particularly vulnerable because they have an impaired capacity to resist or avoid abuse. Likewise, those with speech, language and communication needs may find it difficult to tell others if they are experiencing abuse and neglect.

Children also develop and mature at different rates, so what may appear concerning in respect of a younger child may be normal behaviour for an older child. However, practitioners also need to be aware that some children, particularly those from black and mixed heritage ethnic backgrounds, can be treated as being older or more mature than their actual age. This is known as 'adultification bias' and can lead to safeguarding risks being overlooked or downplayed.

It is important to make sure all children receive the same level of protection from harm regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

Categories of abuse and neglect, and extra-familial harm

There are four main categories of abuse and neglect, along with full descriptors, set out in '[Working Together to Safeguard Children](#)'.

These are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect



Safeguarding harm can also occur outside of the child's family. These are known as extra-familial harm and do not always fit neatly into the above categories. However, these are still sources of significant risks of harm.

Extra-familial harm covers:

- Child sexual exploitation
- Child criminal exploitation (including county lines)
- Child-on-child abuse and
- Radicalisation/extremism

More information on the various categories of abuse and neglect and extra-familial harm can be found in **Section 9's 'Toolkit'**.

Handling concerns and disclosures

Staff and Self-Employed Music Tutors who have concerns about the safety or well-being of a child should record their concerns using the Camden Learning Safeguarding Concern form (*see Appendix 1*).

This should include the following information as a minimum:

- The nature of the concern first raised, by whom and when,
- To whom it is related, i.e., a specific child, adult or organisation,
- The points discussed with the school's DSL and/or other sources of advice,
- When and with whom the discussion occurred; the decision reached, whether consent for referral has been obtained or not and reasons for the actions taken.

If a child makes a disclosure, you should:

- 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 have done the right thing. Reassurance can make a big impact on the child who may have been keeping the abuse secret.
- Tell them it is not their fault. Abuse is never the child's fault, and they need to know this.
- Say you believe them. A child could keep abuse secret in fear that they will not be believed. They have told you because they want help and trust you will be the person to believe them and help them.
- Do not talk to the alleged abuser. Confronting the alleged abuser about what the child has told you could make the situation a lot worse for the child.
- Explain what you will do next. If age-appropriate, explain to the child that you will need to report the abuse to someone who will be able to help.
- Do not 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.



You should:

- Make a written record of the information (where possible, in the child's own words), including the time, date and place of the incident or incidents, the persons present, and what was said.
- Sign and date the written record.

You should not:

- Attempt to deal with the situation yourself.
- Make assumptions, offer alternative explanations or diminish the seriousness of the behaviour or alleged incidents.
- Keep the information to yourself or promise confidentiality.
- Take any action that might undermine any future investigation or disciplinary procedure, such as interviewing the alleged victim, potential witnesses or informing the alleged perpetrator or parents/carers.

4. What to do if you are concerned about the conduct of a professional or volunteer who works with children

Safeguarding risks to children can arise from those professionals and volunteers who work with them. It is important that everyone is aware of what to do if they have concerns about another professional or a volunteer.

Tutors and staff must be prepared to think the unthinkable and act regardless of how uncomfortable or challenging this might be in order to safeguard children.

It is the responsibility of all those who work for Camden Music to report any concerns about professionals or volunteers working with children that involve people:

- Behaving in a way that has harmed, or may have harmed a child or young person,
- Committing a criminal offence against, or related to, a child or young person, or
- Behaving towards a child or young person, or groups of children and young people in a way that indicates they are unsuitable to work with children.

Behaviour should be considered in the context of the categories of abuse and neglect set out in '[Working Together to Safeguarding Children](#)' (i.e., physical, emotional, sexual and neglect). It should also be considered in the context of suspected inappropriate relationships between members of staff or volunteers and children.

Things to consider include:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child, even if it is consensual (see sections 16-19 of the Sexual Offences Act 2003)
- 'Grooming', i.e., meeting a child under 16 with the intent of committing a relevant offence (see section 15 of the Sexual Offences Act 2003)
- Other 'grooming' behaviour giving rise to concerns of a broader child protection nature (e.g., inappropriate text or email messages or images, gifts, socialising, etc.)
- Possession of indecent images/pseudo-images of children



As well as behaviour/conduct that takes place in a school or other workplace setting, behaviour in a professional or volunteer's personal life may also give rise to concerns. Also, concerns may arise with respect to a family member or a close associate of the professional or volunteer, which means the member of staff also presents a risk of harm to children. These will all need to be acted upon.

All non-recent (historical) allegations should be responded to in the same way as contemporary concerns.

If those who work or teach on behalf of Camden Music observe, have reported to them or otherwise have concerns about the conduct of a professional or a volunteer whilst they are working in a school, they should:

- Report to the headteacher without delay.
- Inform the Head of Service, who will inform the Chief Executive Officer (CEO) of Camden Learning.
- If related to the Head of Service, inform the Chief Executive Officer (CEO) of Camden Learning.

All concerns regarding those who work for Camden Music or for another organisation (including London Borough of Camden employees), should:

- Immediately be brought to the attention of the Chief Executive Officer (CEO) of Camden Learning.

If the concern relates to the Chief Executive of Camden Learning, then these should be referred to the Chair of the Camden Learning Board. Again, this should be without delay.

All concerns must be recorded on the Camden Learning Safeguarding Concern form (*see Appendix 1*).

If someone feels unable to raise their concerns as set out above, they should contact the LADO themselves by phoning 020 7974 4556 or emailing lado@camden.gov.uk.

Failure to report concerns about the conduct of a professional or volunteer may result in disciplinary action being taken against you.



If you are concerned (either because of a disclosure or something you have observed), you should:

SCHOOL STAFF	CAMDEN MUSIC STAFF, MUSIC TUTORS, & VOLUNTEERS
<i>If it relates to a school employee, you should:</i>	<i>If it relates to a Camden Music staff member, music tutor or volunteer, or from another organisation, you should:</i>
(1) If relevant, make sure the student is in a safe place	(1) If relevant, make sure the student is in a safe place
↓	↓
(2) Inform the school's headteacher without delay	(2) Inform the Head of Service (HoS) without delay, who will inform the Chief Executive Officer (CEO) of Camden Learning. If the concern relates to the HoS, go straight to the Camden Learning CEO.
↓	↓
(3) Inform the Head of Service (HoS) without delay, who will inform the Chief Executive Officer (CEO) of Camden Learning.	
↓	↓
(4) Complete a Camden Learning Safeguarding Concern form (see Appendix 1) and send to safeguarding@camdenlearning.org.uk .	(3) If the concerns relate to the Chief Executive of Camden Learning, contact the Chair of the Camden Learning Board without delay.
↓	↓
(5) If you feel unable to raise your concerns as set out above, you must contact the LADO themselves by phoning 020 7974 4556 or emailing lado@camden.gov.uk	(4) Complete a Camden Learning Safeguarding Concern form (see Appendix 1) and send to safeguarding@camdenlearning.org.uk .
↓	↓
	(5) If you feel unable to raise your concerns as set out above, you must contact the LADO themselves by phoning 020 7974 4556 or emailing lado@camden.gov.uk



5. Escalation and whistleblowing

If there are concerns about the safety or welfare of a child and it is felt that those concerns are either not being taken seriously or acted upon appropriately, they have a responsibility to act.

In the first instance, they should follow the Camden Safeguarding Children Partnership Escalation Policy to resolve any professional differences.

For more details on Whistleblowing, refer to the Tutor Handbook & Code of Conduct 2025-26.

6. Confidentiality, consent and information sharing

Good information sharing is vital when professionals are worried about people and want to help them. '[Working Together to Safeguard Children](#)' stresses the importance of sharing information relating to concerns of possible harm with the appropriate authorities as soon as is possible.

The Government's advice '[Information sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers](#)' provides guidance on information sharing and should be read in conjunction with this policy if further advice is required. However, the most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

The government advice also sets out the seven golden rules for sharing information, which are:

- Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living individuals is shared appropriately.
- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



7. Safer recruitment

Camden Music is committed to safeguarding and promoting the welfare of children. We are acutely aware of our responsibility to ensure, as far as is reasonably practicable, that any appointment does not create a risk for our member schools.

To this end, Camden Music will ensure they comply with safe recruitment practices, including taking up references and undertaking enhanced DBS checks for all those who work for Camden Music. These will be carried out by the London Borough of Camden's Safe Staffing team.

All offers of employment will be subject to the satisfactory completion of safer recruitment checks and we reserve the right to withdraw offers should we receive an unsatisfactory reference or DBS disclosure.

Any concerns about someone who works for Camden Music's appropriateness to work with children must be brought to the attention of the Head of Service and the Camden Learning Chief Executive Officer (CEO) without delay.

8. Training

Everyone who works for Camden Music must receive safeguarding training that is appropriate for their role.

Self-Employed Music Tutors will be provided with free access to safeguarding training opportunities, or the tutor can provide a valid training certificate from an alternative organisation where they have completed appropriate child protection and safeguarding training. As a self-employed tutor, the Tutor must ensure that they have received appropriate child protection and safeguarding training.

All employees will receive safeguarding training as part of their induction and thereafter annually. This will usually be online training through the agreed package.

Those with specific responsibilities for leading safeguarding will also receive biennial training as designated safeguarding leads (DSL), and those responsible for leading recruitment will also receive safer recruitment training.

Other staff who work for Camden Learning are encouraged to undertake training related to specific aspects of safeguarding relevant to their role.

The Head of Service should be informed of details of all safeguarding training undertaken so a record can be maintained.

9. Toolkit

Definitions

A child

Anyone who has not yet reached their 18th birthday. The fact that a child has reached 16 years of age, is living independently or is in further education, is a member of the armed forces, is in custody in the secure estate, does not change their status or entitlements to services or protection.



Safeguarding

Safeguarding and promoting the welfare of children is defined for the purpose of statutory guidance under the Children Acts 1989 and 2004 respectively as:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child Protection (CP)

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

A Child in Need (CiN)

Children who are defined as being 'in need', under the Children Act 1989, are those whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health or development will be significantly impaired, without the provision of services plus those who are disabled.

The critical factors to be taken into account in deciding whether a child is in need under Section 17 of the Children Act 1989 are:

- What will happen to a child's health or development without such services being provided.
- The likely effect the services will have on the child's standard of health and development.

Harm

Harm is defined as the ill treatment or impairment of health and development. This definition was clarified in section 120 of the Adoption and Children Act 2002 (implemented on 31 January 2005) so that it may include "impairment suffered from seeing or hearing the ill treatment of another" for example, where there are concerns of Domestic Abuse.

Significant harm

Some children are in need because they are suffering, or likely to suffer, significant harm. The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries (Section 47) to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

A Court may only make a Care Order or Supervision Order in respect of a child if it is satisfied that:

- The child is suffering, or is likely to suffer, significant harm; and
- The harm, or likelihood of harm, is attributable to a lack of adequate parental care or control (Section 31).

There are no absolute criteria on which to rely when judging what constitutes significant harm. Consideration of the severity of ill treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements.

Each of these elements has been associated with more severe effects on the child, and or relatively greater difficulty in helping the child overcome the adverse impact of the maltreatment. Sometimes,



a single traumatic event may constitute significant harm (e.g., a violent assault, suffocation or poisoning). More often, significant harm is a compilation of significant events, both acute and longstanding, which interrupt, change, or damage the child's physical and psychological development. Some children live in family and social circumstances where their health and development are neglected. For them, it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

Recognising the signs of abuse and neglect, and extra-familial harm

Parental behaviours may indicate child abuse or neglect, so you should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, you can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Several warning indicators might suggest that a child may be being abused or neglected. Some of the following signs might be indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed.
- Children with clothes which are ill-fitting and/or dirty.
- Children with consistently poor hygiene.
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason.
- Children who don't want to change clothes in front of others or participate in physical activities.
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry.
- Children who talk about being left home alone, with inappropriate carers or with strangers.
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason.
- Children who are regularly missing from school or education.
- Children who are reluctant to go home after school.

Physical abuse

Physical abuse is when someone deliberately physically hurts a child. This can take a variety of forms such as hitting, pinching, shaking, throwing, poisoning, burning/scalding, drowning or suffocating a child.

This can occur in any family but there can be an increased risk if parents have issues with drugs and/or alcohol, have mental health problems or live in a home where domestic abuse occurs. Babies and disabled children are a higher risk of physical abuse.

Physical harm can also occur when a parent/carer fabricates or deliberately induces an illness in a child.

Physical abuse can also take place outside of the family environment.

- The following may be signs of physical abuse:
- Children with frequent injuries,
- Children with unexplained or unusual fractures or broken bones; and



- Children with unexplained:
- bruises or cuts (particularly in areas of the body that are less prone to accidental injury),
- burns or scalds, or
- bite marks.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, and it can have a severe and persistent adverse effect on a child's emotional development. It may involve deliberately telling a child that they are worthless, unloved or inadequate. Other ways it can manifest is when parents do not give opportunities for a child to express their views, silencing them or 'making fun' of what they say or how they communicate.

It can also involve serious bullying, including online bullying by a child's peers, through social media, online games and/or mobile phones.

The effects of emotional abuse might not be immediately obvious but over a period of time it may be possible to observe in when observing the way a parent interacts with a child.

The following may be signs of emotional abuse:

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

Sexual abuse

Sexual abuse is any sexual activity with a child. It may involve physical contact such as assault by penetration (e.g., vaginal, anal or oral rape) or non-penetrative contact such as masturbation, kissing, rubbing and touching outside clothing. It can also include non-contact activity, such as involving children in the production of sexual images, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, include via the internet.

It is important to note that a child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact upon a child's mental health.

It is important to recognise that sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children.

The following may be signs of sexual abuse:

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

Neglect



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

Children who are neglected can also suffer from other types of abuse. Those who work for Camden Learning should remain alert for possible neglect and should take timely action in response.

Neglect can occur if a parent/carer becomes physically or mentally unable to care for their child. This may be as a result of alcohol or drugs, which could impair their ability to keep their child safe.

In some circumstances denying a child an education may also constitute neglect.

- The following may be signs of neglect:
- Children who are living in a home that is indisputably dirty or unsafe,
- Children who are left hungry or dirty,
- Children who are left without adequate clothing, e.g., not having a winter coat,
- Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence,
- Children who are often angry, aggressive or self-harm,
- Children who fail to receive basic health care, and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Child sexual exploitation (CSE)

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. These can sometimes be filmed and shared with others or threatened to be shared. In some cases, children are coerced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online. Children who are victims of CSE are at increased risk of going missing from home, care or education at some point.

The following may be signs of CSE:

- Children who appear with unexplained gifts or new possessions (e.g., a second mobile phone),
- Children who associate with other young people involved in exploitation,
- Children who have older boyfriends or girlfriends,
- Children who suffer from sexually transmitted infections or become pregnant,
- Children who suffer from changes in emotional well-being,
- Children who misuse drugs and alcohol,
- Children who go missing for periods of time or regularly come home late, and
- Children who regularly miss school or education or do not take part in education.

Child criminal exploitation (CCE) (including County Lines)

CCE is where an individual or group take advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into criminal activity.

This can be:

- In exchange for something the victim needs or wants, and/or
- For the financial or other advantage of the perpetrator or facilitator and/or
- Through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual.



CCE does not always involve physical contact. It can also occur through the use of technology. County lines is a form of CCE that is used to describe gangs and organised criminal networks involving exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money. They will often use coercion, intimidation, violence (including sexual violence) and weapons.

Child-on-child abuse

Children can abuse other children. This is known as child-on-child abuse (previously known as peer-on-peer abuse). This is most likely to include, but not be limited to:

- Bullying (including cyberbullying),
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm,
- Sexual violence, such as rape, assault by penetration and sexual assault,
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse,
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals, or buttocks to obtain sexual gratification, or cause the victim humiliation distress or alarm,
- Sexting (also known as youth produced sexual imagery) and
- Initiation/hazing type violence and rituals.
- Part 5 of Keeping Children Safe in Education (2023) provides further guidance on child-on-child sexual abuse and sexual harassment.

Extremism/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 Terrorism 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 can also be regarded as extremist.

Making a referral – Top Tips

When making a referral, include as much of the following information as possible, including:

- Full names (including aliases and spelling variations), date of birth and gender of all child/ren.
- Address and (where relevant) school/nursery attended.
- Identity of those with parental responsibility.
- Names and date of birth of all household members.
- Where available, the child's NHS number and education UPN number.
- Ethnicity, first (and preferred) language and religion of children and parents.
- Any special needs of children or parents.
- Any significant/important recent or historical events/incidents in the child or family's life.
- Cause for concern, including details of any allegations, their sources, timing and location; Include the child or young person's explanation in her/his own words as near verbatim as



possible (or other form of communication). Similarly, include the adult's explanation (if known).

- Include any questions which were asked as near verbatim as possible.
- Child's current location and emotional and physical condition.
- Whether the child needs immediate protection.
- Details of the alleged perpetrator, if relevant.
- Referrer's relationship and knowledge of child and parents.
- Known involvement of other agencies/professionals (e.g. GP).
- Information regarding parental knowledge of and agreement to the referral.
- The child's views and wishes, if known
- Make sure the referral form:
 - Is free from jargon.
 - Is sensitive to diversity issues.
 - Separate fact from opinion.
 - Includes all relevant information.
 - Is clear, concise, and legible.
- Include the worker's professional judgement.

Links to further advice/guidance

[Camden's Children Missing from Education Policy](#)

[CSCP Missing from Home or Care Protocol](#)

[CSCP Child on Child Abuse](#)

[CSCP Harmful Sexual Behaviour, Sexual Violence and Harassment](#)

[CSCP Prevention of Radicalisation](#)

[CSCP Female Genital Mutilation \(FGM\)](#)

[CSCP Online Safety](#)

[CSCP Children with SEND or disabilities](#)

[CSCP Domestic Violence and Abuse](#)

[CSCP Privately Fostered Children](#)

[CSCP Young Carers](#)

[CSCP Extra-Familial Harm & Child Exploitation](#)

[CSCP Children who run away/go missing](#)

[CSCP Children experiencing mental health issues](#)



Appendix 1: Camden Learning Safeguarding Concern Form

Name of person you are concerned about:		
Date of birth or estimated age (if known)		
Sex/gender (if known)		
Ethnicity (if known)		
Are they?	<input type="checkbox"/> A child <input type="checkbox"/> An adult (i.e., parent/carer) <input type="checkbox"/> A professional or volunteer	
Name of school/organisation or home address		
What are you concerned about?		
Action taken:	<input type="checkbox"/> Referred to social care	<input type="checkbox"/> Referred to the LADO
<input type="checkbox"/> Informed school DSL	<input type="checkbox"/> Informed school headteacher	<input type="checkbox"/> Informed Camden Learning CEO
<input type="checkbox"/> Other (please specify)		
Your name:		
Date form completed:		
Outcome/updates:		
Further actions were undertaken by:		

Once completed, email this form to safeguarding@camdenlearning.org.uk