General Welfare Requirement: Safeguarding and Promoting Children's Welfare

Children's behaviour must be managed effectively and, in a manner, appropriate for their stage of development and particular individual needs.

Child Protection and Safeguarding Policy and Procedure

Mayfield Preschool

This policy was adopted September 2026

This policy is due for review September

2027

Review Date	Brief Details of Amendments	Amended By	Agreed By
August 2025	Safeguarding Reforms- changes marked in red	Paige Merrick	Mayfield Pre School Staff & Comm4ittee
September 2026	Keeping Children Safe in Education 2026(marked in green)	Paige Merrick	Mayfeld Pre School Staff & Trustees

The best for every child	High quality care	The Curriculum	Pedagogy	Assessment	Self-regulation and executive function	Partnership with Parents
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web___2_.pdf						

Key contacts
Delete any rows not applicable to your provision

Role	Name	Contact details
Designated Safeguarding Lead	Paige Merrick	01435 872523
Deputy Designated Safeguarding Lead	Kerry Abbott	01435 872523
Named person for dealing with allegations	Paige Merrick	01435 872523
Chair of Committee	Ben Pearce	Mayfield Preschool

Local Authority Designated Officer (LADO and Assistant LADO

Consultation via the online portal:

https://www.eastsussex.gov.uk/childrenandfamilies/professional-sources/lado/referrals/form-lado-referral/

Referrals into Early Help and Social Care

Local AuthorityDesignated Office

LADO

Monday to Thursday: 8.30am to 5pm

Friday: 8.30am to 4.30pm 01323 464222

0-19.SPoA@eastsussex.gov.uk

Emergency Duty Service – after hours, weekends and public holidays

01273 335905

Make a referral via the Portal:

https://earlyhelp.eastsussex.gov.uk/web/portal/pages/home

Or download a form:

https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/spoa/

Contact Ofsted

To report a serious childcare incident:

https://www.gov.uk/guidance/report-a-serious-childcare-incident

Child Protection and Safeguarding Policy

1 Introduction

- Safeguarding children is everyone's responsibility. Everyone who has contact with children and families has a role to play. Our whole setting approach to safeguarding is based upon an understanding of the local context and an attitude of '*it could happen here'*. This policy applies to all members of staff in our setting including all permanent, temporary, support, student, volunteers, trustees, contractors and external service activity providers. The names of the DSLs will be clearly advertised in the setting, for example *photographs of the DSL team are displayed in the setting, as well as in each room and the staffroom where applicable.*
- Safeguarding and promoting the welfare of children is defined as:
  - protecting children from maltreatment

- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- taking action to enable children to have the best outcomes.

- Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
- Our children's welfare is our paramount concern. We always take a child centred approach to our work and ensure that we listen to the voice of the child so that all children feel heard and understood.
- The registered person/body will ensure that the setting will safeguard and promote the welfare of children. We will work together with other agencies to ensure that our setting has robust arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- The use of technology has become a significant component of many safeguarding issues. We teach children to stay safe online whether they are at the setting or at home. We have a separate Online Safety Policy which covers this area of work.
- We recognise that abuse may occur in a range of situations: within families or households, within the community, or online or face to face. We also recognise too that it is not only adults who may abuse children but also that children can abuse other children as well.
- Our setting is a community and all those directly connected including, staff, volunteers, trustees, parents, families, and pupils, have an essential role to play in making it safe and secure.
- Within this document the term 'staff' should be broadly read as any adult working within the setting, whether directly employed, providing a contracted service, a one-off service such as a 'bank' worker or a volunteer.

2 Our ethos

- We believe that our setting should provide a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child.
- We recognise the importance of providing an environment within our setting that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
- We recognise that all adults within the setting, including permanent and temporary staff, volunteers and trustees, have a full and active part to play in protecting our children from harm.
- We will work with parents to build an understanding of the nursery's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.
- We will promote an inclusive, anti-discriminatory culture where racism, and other forms of discriminatory behaviour are recognised, challenged and addressed as part of our safeguarding responsibilitie

3 The legal framework

- Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools, academies and early years providers, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

- Under section 14B of the Children Act 2004, the East Sussex Safeguarding Children Partnership (ESSCP) can require a school, college or early years provider to supply information in order to perform its functions. This must be complied with.
- Under section 40 of the Childcare Act 2006, early years providers registered on the Early Years Register and schools providing early years childcare, must comply with the welfare requirements of the Early Years Foundation Stage
- This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

  Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018 (updated December 2020)

  Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2021

  Pan-Sussex Child Protection and Safeguarding Procedures

  Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

  Statutory Framework for the Early Years Foundation Stage, September 2021

4 Roles and responsibilities

- The setting's lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). The name of the DSL will be clearly advertised in the setting, explaining the settings role in referring and monitoring safeguarding concerns.
- The DSL will be on our setting's management team and their role of DSL will be explicit in their job description. This person will have the appropriate authority and be given the time, funding, training, resources, and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The DSL's lead responsibility will not be delegated.
- The setting has a nominated trustee, for committee run settings, responsible for safeguarding. They will champion good practice, provide critical challenge, liaise with the setting leader and provide information and reports to the registered body.
- There is a named person for dealing with allegations of abuse made against staff members. If there is an allegation made against the named individual, then staff should speak to either the named trustee for safeguarding or SPOA or the NSPCC.
- The setting will ensure that the policies and procedures are fully implemented, and resources and time are allocated to enable staff to discharge their safeguarding responsibilities.
- All new staff will be provided with a copy of this policy as part of their induction. Existing staff are expected to read the policy at least annually, to familiarise themselves with any updated practice. In either circumstance staff are expected to read the document in its entirety to ensure that they are aware of not just their own role and responsibilities but also the role of other key members of staff such as the DSL.
- All staff members, trustees, volunteers, and external providers know how to recognise signs and symptoms of abuse, how to respond to children who disclose abuse and what to do if they are concerned about a child.
- Training for the DSL must include
- How to build a safe organisational culture
- How to ensure safe recruitment

- How to to support & work with other practitioners to safeguard children
- Local child protection procedures and liase with local statutory children's services agencies and with the local safeguarding partners to safeguard children
- |How to refer |& escalate concerns (as described in paragraph 3.8/3.9 of the EYFS).
- How to manage and monitor allegations of abuse against other staff.
- How to ensure internet safety.

5 Supporting children.

- Our setting will support all children by:

  - assigning a key person to each child to ensure that every child's care is tailored to meet their individual needs, to help them become familiar with the setting, offer a settled relationship for the child and to build relationships with the parents.
  - ensuring the content of the provision includes social and emotional aspects of learning.
  - ensuring a comprehensive response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly at home and within the setting.
  - filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material.
  - ensuring that safeguarding is included in daily activities to help children stay safe and recognise when they do not feel safe.
  - supporting the child's development in ways that will foster security, confidence, and independence.
  - encouraging development of self-esteem and self-assertiveness
  - liaising and working together with other support services and those agencies involved in safeguarding children.
  - monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support.
  - ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
  - ensuring that all staff understand the additional safeguarding vulnerabilities for certain groups of children or children with SEND, and how to address them.
  - Ensuring there is an adequate number of toilets and hand basins available and separate toilet facilities for adults.
  - Ensure there are suitable hygienic changing places for changing any children in nappies, and their privacy is considered and balanced with safeguarding.
  - Ensure adequate supply of all necessary items for changing and hygienic purposes.
  - Ensuring all staff have the appropriate training for caring for 0-5 year olds and also safeguarding training. This must cover
  - What is meant by the term safeguarding
  - The main categories of abuse, harm, & neglect
  - The factors, situation and actions that could lead or contribute to abuse, neglect or harm,
  - Howe to work in ways that safeguard children from abuse, harm & neglect
  - We will follow up on absences in a timely manner. If a childis absent for a prolonged period of time, or if a child is absent without notification from the parent or carer we will contact them to find out the reason of absence. If contact cannot be made to them we will use the emergency contacts we have for each child. We will look at patterns and trends in a child's absences and their personal circumstances and. then make a judgement when deciding if their absence should be considered as prolonged. Consideration will ge given to the child's vulnerability, parent's or carer's vulnerability and their home life. Any concerns will be referred to the local children's social care services and/or a police welfare check.
  - We have an attendance policy to cover expectations to reporting child absences and actions taken if a child is absent without notification or for a prolonged period of time – for example – we will implement the setting's safeguarding procedures, following up with parents/carers and contacting emergency contacts if parents/carers not contactable.
  - Children are only released into the care of indivuals of whom the parent and/or carer has explicitly notified us of.

- Additional vulnerabilities and characteristics can include:

  - looked after children.
  - previously looked after children
  - care leavers.
  - children with special educational needs or disabilities
  - young carers
  - children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
  - children frequently go missing from care or from home.

- children at risk of modern slavery, trafficking, or exploitation, sexual or criminal exploitation
- children in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues or domestic abuse.
- children with a family member in prison, or who is affected by parental offending.
- children at risk of 'honour'-based abuse such as female genital mutilation
- children misusing drugs or alcohol themselves.
- children who have returned home to their family from care.
- children showing early signs of abuse and/or neglect.
- children at risk of being radicalised or exploited.
- privately fostered children
- children who are persistently absent from the setting.

- Children with special educational needs and disabilities (SEND) or certain health conditions can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

  - assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
  - being more prone to peer group isolation than other children

- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing these barriers.

To address these additional challenges our setting will ensure that these children receive additional monitoring and support.

- Children who have a social worker due to safeguarding or welfare needs may be vulnerable to further harm due to experiences of adversity and trauma, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and positive mental health. Our setting will identify the additional needs of these children and provide extra monitoring and support to mitigate these additional barriers. We recognise that even when social care intervention has ended, these additional barriers may persist, therefore so too will our additional monitoring and support.
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where it is known that children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, our setting will identify the additional needs of these children and provide extra monitoring and support to mitigate these additional barriers. Where necessary, referrals will be made to mental health professionals for further support.

Our setting takes a trauma informed approach to supporting children, considering their lived experience, and factoring this into how we can best support them with their welfare and engage them with their learning.

6 Categories of Abuse

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

- Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (which is classed within a broader range of issues known as peer-on-peer abuse) in education and all staff should be aware of it and of the school policy and procedures for dealing with it. The school response to peer-on-peer abuse is detailed within Appendix C of this policy.

- Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

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

- Depending on the age and capacity of the child, staff should be aware of possible self-neglect, e.g. where a child may not be following medical guidance or taking medication as prescribed. Where this is this the case this should be raised as a safeguarding concern.

7 Recognition – what to look for

- Staff members should refer to the detailed information about the categories of abuse and risk indicators in the https://sussexchildprotection.procedures.org.uk/page/contents for further guidance.
- How to identify signs of possible abuse, harm and neglect at the earliest opportunity, may include:
- Significant changes in children's behaviour
- A decline in children's well being.
- Unexplained bruising, marks or signs of possible abuse or neglect.
- Concerning comments or behaviour from children
- Inappropriate behaviour from practioners, assistants or any other person working with the children.This could include inappropriate sexual comments; excessive one to one attention beyond what is required through their role; or inappropriate sharing of images.
- Any reason to suspect neglect or abuse outside the setting, for example in the child's home or tht a child may experience emotional abuse or physical abuse because of witnessing domestic abuse or coercive control or that a girl may have been subjected to (or is at risk of) female genital mutilation.
- How to respond, record and effectively refer concerns or allegatiojns related to safeguarding in a timely and appropriate way.
- The setting's safeguarding policy and procedures.
- Legislation, national policies, codes of conduct. ·
- discriminatory behaviour, including racism, faith-targeted abuse, and other prejudice-based incidents.

- In an abusive relationship, the child may:
    - appear frightened of their parent(s)
    - act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups.
    - however, they may also not exhibit any signs of stress/fear.

- In an abusive relationship, the parent or carer may:
    - persistently avoid child health services and treatment of the child's illnesses
    - have unrealistic expectations of the child.
    - frequently complain about or to the child and fail to provide attention or praise.
    - be absent.
    - be misusing substances.
    - persistently refuse to allow access on home visits by professionals.

- be involved in domestic violence and abuse.
- be socially isolated.

▪ Serious case reviews, now known as safeguarding practice reviews, have found that parental substance misuse, domestic abuse, and mental health problems, if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty; frequent house moves or eviction.

8 Child protection and safeguarding procedure

▪ We have developed a structured procedure in line with Pan-Sussex Child Protection and Safeguarding Procedures, EYFS Statutory requirements and Working Together to Safeguarding Children 2018, which will be followed by all members of the setting community in cases where there are welfare or safeguarding concerns.

▪ In line with the procedures and the Continuum of Need the setting will identify the level of need and take appropriate action, the Children's Social Care Single Point of Advice (SPoA) will be contacted as soon as there is a significant concern, or where level 3 support is required, or where level 2 is identified the setting will discuss with the family and health visitor. Continuum of Need https://new.eastsussex.gov.uk/children-families/professional-resources/continuum-of-need/levels-indicators

▪ We have procedures for recording the details of all staff, children and visitors to the setting and take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children. All visitors/ contractors will be supervised whilst on the premises, especially when in the areas the children use.

▪ We will ensure that all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website if applicable and by referring to them in our introductory nursery materials.

9 The management of safeguarding

▪ We will ensure that the DSL is kept informed of any incident of physical intervention with a child and will be aware of behaviour plans for specific children.

▪ We will ensure that the DSL is kept informed of attendance patterns, and where there are concerns for individual children the response to this will be considered within the context of safeguarding.

▪ We will ensure that the DSL is kept informed of arrangements for first aid and children with medical conditions and is alerted where a concern arises. For example, an error with the administering of medicines or intervention; repeated medical appointments being missed; guidance or treatments not being followed by the parents.

▪ Systems are in place to ensure that hate incidents, e.g. racist, homophobic, transphobic gender or disability-based bullying, are reported, recorded and considered under safeguarding arrangements by the DSL.

▪ Under the Counter-Terrorism and Security Act 2015 we have a duty to refer any concerns of extremism to the police (in Prevent priority areas the local authority will have a Prevent lead who can also provide support).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or

actions that lead staff to be worried about the safety of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

10 Reporting concerns and record keeping

- All safeguarding and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with the ESSCP Keeping Records of Child Protection and Welfare Concerns Guidance. https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/safeguarding-model-policies-and-guidance/record-keeping-guidance/

- The DSL will ensure that child protection files are kept up to date and that information will be kept confidential and stored securely.

- Records will include:
  - a clear and comprehensive summary of the concern
  - details of how the concern was followed up and resolved
  - a note of any action taken, decisions reached and the outcome

- The DSL will ensure that files are only accessed by those who need to see them and where files or content are shared, this will happen in line with information sharing advice and guidance.

- We will continue to support any children leaving the setting about whom there have been concerns by ensuring that all appropriate information, including welfare and safeguarding concerns, is forwarded under confidential cover to the child's new setting/ school as a matter of priority, and within 5 working days. (ESCC best practice is that this should be actioned within five working days.)

- When a child is due to transfer to another setting the DSL will consider if it would be appropriate to share any information with the new school or setting in advance of the child leaving. For example, information that would allow the new school or setting to have support in place for when the child arrives e.g. a child who has or has had a social worker involved.

- When a new child joins our setting and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the DSL and other relevant staff.

11 Safer workforce and managing allegations against staff, volunteers, or household members

- Our school operates robust safer recruitment procedures to help prevent unsuitable individuals from working with children, in accordance with Part Three of Keeping Children safe in Education 2026 and Section Three of the Early Years Foundation Stage Statutory Framework 2026. Please refer to our Recruitment Policy for further details.

- All individuals living or working in any capacity at our setting will be subjected to safeguarding checks in line with the EYFS statutory requirements and Working Together to Safeguard Children 2018.

- We will ensure that agencies and third parties supplying staff provide us with written reassurance that they have made the appropriate level of safeguarding checks on individuals working in our setting. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made. In addition, suitable checks are obtained for regular visitors or volunteers.

- Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

- We will ensure that at least one member of every interview panel has completed safer recruitment training.

- We have a procedure in place to handle allegations against members of staff and volunteers in line with EYFS Statutory requirements and Working Together to Safeguard Children 2018. We follow the 'Managing allegations/concerns about individuals who work or volunteer with children flowchart guidance' found on Czone.

  Managing allegations flow chart
  https://czone.eastsussex.gov.uk/media/6041/safeguarding-managing-allegations-flowchart-september-2019-002.pdf

  Managing allegations flow chart guidance:
  https://czone.eastsussex.gov.uk/media/8293/safeguarding-managing-allegations-flowchart-guidance-lado-review-july-2021.pdf

12 Staff induction, training, and development

- All new members of staff will be given an induction which includes the following:

  - issue and explain the safeguarding and child protection policy.
  - issue and explain the behaviour policy.
  - issue and explain the staff behaviour policy/code of conduct.
  - issue and explain the policy/guidance which includes the safeguarding response to children who go missing.
  - explain the role of the DSL and share the identities of the DSL and all DDSLs .
  - child protection and safeguarding training (including online safety)
  - all new members of staff are expected to read the above-mentioned documents and to sign an acknowledgement of this.
  - Annex A and Annex B of Keeping Children Safe in Education, September 2021 is kept with the safeguarding policy for reference alongside the policy.

- The safeguarding induction and ongoing safeguarding training of staff will include the following key aspects:

  - staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
  - staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
  - when concerned about the welfare of a child, staff should always act in the best interests of the child.
  - staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
  - staff understand that children who have a social worker may be educationally disadvantaged and face barriers to attendance, learning, behaviour, and positive mental health and that these barriers may persist even when the social care intervention ceases.
  - staff understand that mental health issues for children may be an indicator of harm or abuse, or where it is known that a child has suffered harm or abuse this may impact on their mental health, behaviour, and education.
  - staff understand that safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies), should consider whether children are at risk of abuse or exploitation in situations outside their families. Children can be vulnerable to multiple harms including (but not limited to) sexual exploitation and criminal exploitation, sexual abuse, and county lines.
  - staff understand that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life

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    - We will ensure all practitioners are trained in line with the criteria set out in Annexe C

of Keeping Children Safe in Education.

- We will ensure that practitioners are supported and confident to implement the setting's safeguarding policy and procedures on an ongoing basis. We will all read What to do if you're worried a child is being abused : Advice for practitioners.
- The Designated Safeuarding Lead (DSL) will provide support, advice and guidance to all practitioners on an ongoing basis, and on any specific safeguarding issue as required.
- The DSL will attend renewal training course every two years or if there are changes to safeguarding procedures/safeguarding concerns in the setting they may be asked to complete annually.
- We have selected a training provider to deliver our PFA training from The Register of Regulated Qualifications to help provide the identify of PFA providers, which can be found at http://register.ofqual.gov.uk/qualification. To help choose a first aid training provider use: www:hse.gov/pubns/geis3.htm.There is no hierarchy in relation to the range of Training Providers who offer Paedriatic First Aid training, however those who work under the following Bodies are fully regulated: one that is a member of a trade Body with an approval and monitoring scheme, the Voluntary Aid Societies and those who work under Ofqual Awarding organisations.77711
- Suitable students on long term placements and volunteers (aged 17 or over|) and staff working as apprentices in early education (aged 16 or over) may be included in ratios at the level below their level of study, if we feel satisfied that they are competent and responsible and if they hold a valid and current PFA qualification.

- staff to be aware that children can abuse other children (often referred to as peer-on-peer abuse) and that it can happen both inside and outside of school and online
- staff know how best to respond to a child who makes a disclosure of abuse or harm
- if staff are unsure or have any concerns about a child's welfare, they should always speak to the DSL or deputy DSL immediately
- staff are informed of what to record, how to record and where to find welfare concern forms
- staff should not assume a colleague, or another professional will act
- the DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior management team and/or take advice from SPOA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- staff should be aware that there will be opportunities to reference, reinforce or develop aspects of the safeguarding agenda across the early years curriculum e.g. online safety, positive relationships, challenging prejudice and critical thinking.

- The DSL will undergo updated safeguarding and child protection training every two years. In addition to this their knowledge and skills will be updated regularly, and at least annually, to keep up with developments relevant to the role.

- All staff members of the setting will receive appropriate safeguarding and child protection training which is regularly updated at least annually by taking the East Sussex safeguarding children and young people eLearning.

- The DSL will provide briefings to the setting on any changes to safeguarding and child protection legislation and procedures and relevant learning from local and national serious case reviews as required. Safeguarding should be on the agenda for every staff meeting.

- We will ensure that staff members provided by other agencies and third parties, e.g. dance tutor, have received appropriate safeguarding and child protection training commensurate with their roles before starting work.

- On the first occasion which staff members provided by other agencies and third parties come to our setting to work, they will be provided with details of the safeguarding arrangements at our setting, which will include identifying the DSL and the process for reporting welfare concerns.

- The setting will maintain accurate records of staff induction and training.

13 Confidentiality, consent and information sharing

- We recognise that all matters relating to safeguarding and child protection are confidential.

- The setting leader or the DSL will disclose any information about a child to other members of staff on a need-to-know basis, and in the best interests of the child.

- All staff members, volunteers or students are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

- All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

- All our staff members, who have contact with children, will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

- The DSL will ensure that staff members are aware of what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent.

14 Inter-agency working

- We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

- We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups meetings.

- We will participate in safeguarding practice reviews (previously known as serious case reviews), other reviews and file audits as and when required to do so by the ESSCP. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

15 Contractors, service and activity providers and student placement providers

- We will ensure that contractors and providers are aware of our safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

- We will seek written notification that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Working Together to Safeguard Children 2018. If assurance is not obtained, permission to work with our children or use our premises may be refused.

- When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

16 Whistle blowing and complaints

- We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

- We will ensure that all staff members, volunteers, and students are aware of their duty to raise concerns about the management of safeguarding and child protection, which may include the attitude or actions of colleagues (including low level concerns). If there is a concern they will speak with the DSL, setting leader, the chair of the trustee's and with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns they can call the NSPCC Whistleblowing Advice helpline on 0800 028 0285.

- We have a clear reporting procedure for children, parents, and other people to report concerns or complaints, including abusive or poor practice. This is outlined in our Complaints Policy.

17 Site security

- The setting's site is secure to reduce the risk of unauthorised access/egress. Where the site is shared with other service users, we always ensure that appropriate arrangements are in place to keep children safe.

- All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

- We check the identity of all visitors and volunteers coming into the setting. Visitors are expected to sign in and out in the visitors' log and if applicable display a visitor's badge while on the site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

- The setting will not accept the behaviour of any individual, parent or anyone else, that threatens our security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the site.

18 Quality Assurance

- We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL.

- We will complete the management and safeguarding audit relating to the setting's safeguarding arrangements annually or when management/ trustee's change.
https://czone.eastsussex.gov.uk/early-years/info-for-preschools/

- The setting's management team will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in safeguarding and child protection arrangements.

19 Policy review

- This policy and the procedures will be reviewed annually. All other linked policies will be reviewed in line with the policy review cycle.

- The DSL will ensure that staff and parents are made aware of any amendments to policies and procedures.

20 Linked policies and procedures

- Record keeping guidance can be found on Czone:
https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/safeguarding-model-policies-and-guidance/record-keeping-guidance/

- Other model policies can be found on Czone:
https://czone.eastsussex.gov.uk/safeguarding/safeguarding-in-schools-colleges-and-early-years-settings/safeguarding-model-policies-and-guidance/model-policies/

Useful links

Keeping children safe in education
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working together to safeguard children
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

East Sussex Safeguarding Children Partnership

Annex A: Safeguarding information for school and college staff) - Keeping children safe in education 2021

The following is a condensed version of Part one of Keeping children safe in education. It can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare of and safeguard children.

The role of school and college staff

1. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children has an important role to play.
2. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating. It is important all staff (including those who do not work directly with children) recognise the important role they play in protecting children.
What school and college staff need to know
3. For the purposes of safeguarding, a child is anyone under the age of 18.
Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
• protecting children from maltreatment;
• preventing impairment of children's mental and physical health or development;
• ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
• taking action to enable all children to have the best outcomes.
All staff should:
• be aware of the systems in their school or college which support safeguarding, and these should be explained to them as part of staff induction. As a minimum this Annex and the child protection policy should be shared with staff at induction;
• receive appropriate safeguarding and child protection training (including online safety) which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (including online safety) (for example, via emails, ebulletins and staff meetings), as required, and at least annually, to provide them with the skills and knowledge to safeguard children effectively;
• know the identity of the designated safeguarding lead (and any deputies) and how

to contact them;

• know what to do if a child tells them they are being abused or neglected. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child; and,

• should be able to reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment, nor should a victim ever be made to feel ashamed for making a report.

What school and college staff should look out for:

Abuse and neglect

4. Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect, including exploitation, so that they are able to identify cases of children who may be in need of help or protection.

5. If staff are unsure, they should always speak to the designated safeguarding lead (or deputy).

Forms of abuse and neglect

6. Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused by other children or adults, in a family or in an institutional or community setting by those known to them or, more rarely, by others.

7. Physical abuse: a form of abuse that may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

8. Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and their school or colleges policy and procedures for dealing with it.

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

11. All staff should be aware that child sexual and child criminal exploitation are forms of child abuse.

Safeguarding issues

12. All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos127 (also known as youth produced sexual imagery) put children in danger.

Peer on peer abuse

13. All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

14. All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Peer on peer abuse is most likely to include, but may not be limited to:

Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

• bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• abuse in intimate personal relationships between peers;
• physical abuse which can include 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;
• non-consensual sharing of nude and semi-nude images and/or videos;
• causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

• upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm; and
• initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

What school and college staff should do if they have concerns about a child

15. Staff working with children should maintain an attitude of ‘it could happen here’ where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child.

16. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

17. If staff have any concerns about a child’s welfare, they should act on them immediately. They should follow their school or college’s child protection policy and speak to the designated safeguarding lead (or deputy). In the absence of the designated safeguarding lead staff should speak to a member of the school or college’s senior leadership team.

18. The designated safeguarding lead (or deputy) will generally lead on next steps, including who else, if anyone, in the school or college should be informed and whether to pass a concern to children’s social care and/or the police. In some instances, staff may be expected to support the children social care assessment process. If this is the case, the designated safeguarding lead (or deputy) will support them.

Why is all of this important?

19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective and immediate action. Examples of poor practice includes failing to act on and refer the early signs of abuse and neglect.

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

20. If staff have safeguarding concerns about another member of staff (including volunteers, supply staff, tradespersons and visitors) they should speak to the headteacher or to another member of the school’s or college’s senior leadership team.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

21. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s or college’s safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

22. Appropriate whistleblowing procedures should be in place for concerns to be raised with the school or college’s senior leadership team. Where staff feel unable to raise an issue with their employer or feel that their genuine safeguarding concerns are

not being addressed NSPCC whistleblowing advice line is available. Staff can call 0800028 0285 – 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London EC2A 3NH.

Annex B: Further information

Annex B contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, 'honour'-based abuse or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

We know that different forms of harm often overlap, and that perpetrators may subject

children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

• appear with unexplained gifts, money or new possessions;
• associate with other children involved in exploitation;
• suffer from changes in emotional well-being;
• misuse drugs and alcohol;
• go missing for periods of time or regularly come home late; and
• regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

• have older boyfriends or girlfriends; and
• suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

County lines. County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines
network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

• go missing and are subsequently found in areas away from their home;
• have been the victim or perpetrator of serious violence (e.g. knife crime);
• are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
• owe a 'debt bond' to their exploiters;
• have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims -
GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
• denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Domestic abuse. The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass Operation Encompass operates in all police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that

when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare.

More information about the scheme and how schools can become involved is available on the Operation Encompass website.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

• NSPCC- UK domestic-abuse Signs Symptoms Effects
• Refuge what is domestic violence/effects of domestic violence on children
• Safelives: young people and domestic abuse.
• Domestic abuse: specialist sources of support - GOV.UK (www.gov.uk) (includes information for adult victims, young people facing abuse in their own relationships and parents experiencing child to parent violence/abuse)
• Home : Operation Encompass (includes information for schools on the impact of domestic abuse on children)

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living

independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have

been committed to protect or defend the honour of the family and/or the community,

including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, the designated safeguarding lead (or deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers128 that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female

genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, “teacher” means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school’s or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet. Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack particularly section 13.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where

violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit (FMU) has created: Multi-agency practice guidelines: handling cases of forced marriage (pages 32-36 of which focus on the role of schools and colleges) and, Multi-agency statutory guidance for dealing with forced marriage, which can both be found at https://www.gov.uk/guidance/forced-marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact:

020 7008 0151 or email fmu@fcdo.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting

children from other forms of harms and abuse, protecting children from this risk should be a part of a schools’ or colleges’ safeguarding approach.

Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.

• Extremism is the vocal or active opposition to our fundamental values,

including democracy, the rule of law, individual liberty and the mutual respect and

tolerance of different faiths and beliefs. This also includes calling for the death of

members of the armed forces.

• Radicalisation refers to the process by which a person comes to support

terrorism and extremist ideologies associated with terrorist groups.

• Terrorism is an action that endangers or causes serious violence to a

person/people; causes serious damage to property; or seriously interferes or

disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due, As defined in the Government's Counter Extremism Strategy

https://www.gov.uk/government/publications/counter-extremism-strategy.

As defined in the Revised Prevent Duty Guidance for England and Wales.

https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-andwales

As defined in the Terrorism Act 2000 (TACT 2000) http://www.legislation.gov.uk/ukpga/2000/11/contents regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme,

and have that support in place for when the child arrives.

Statutory guidance on Channel is available at: Channel guidance.

Additional support

The Department has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

133 According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. 134 “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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The Home Office has developed three e-learning modules:

• Prevent awareness e-learning offers an introduction to the Prevent duty.

• Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

• Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside of school/college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images

and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

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Sexual violence and sexual harassment between children in schools and colleges

Context

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

• challenging inappropriate behaviours;

• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

• not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and,

• challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen

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both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003135 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

What is consent?136 Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.137 Further information about consent can be found here: Rape Crisis England & Wales - Sexual consent

• a child under the age of 13 can never consent to any sexual activity;

135 Legislation.gov.uk. 136 It is important school and college staff (and especially designated safeguarding leads and their deputies)

understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way. More information: here.

137 PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key

stage 3 and 4.

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• the age of consent is 16; 138

• sexual intercourse without consent is rape.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;

• sexual “jokes” or taunting;

• physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. 139 It may include:

• consensual and non-consensual sharing of nude and semi-nude images and/or videos.

140 As set out in UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;

138 It is important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and generally speaking leading the school or college response. If in any doubt, they should seek expert advice.

139Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

140 Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive.

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o sharing of unwanted explicit content;

o upskirting (is a criminal offence141);

o sexualised online bullying;

o unwanted sexual comments and messages, including, on social media;

o sexual exploitation; coercion and threats.

Upskirting142

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any sex, can be a victim.

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 55 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

141 The Voyeurism (Offences) Act 2019 which amends the Sexual Offences Act 2003 to make upskirting a specific offence
of voyeurism. The Act came into force on 12 April 2019.

142Additional information can be found at GOV.UK.

Toolkits

• Child net - STAR SEND Toolkit equips, enables and empowers educators with the knowledge they need to support young people with special educational needs and disabilities.

• Child net - Just a joke? provides lesson plans, activities, a quiz and teaching guide designed to explore problematic online sexual behaviour with 9-12 year olds.

• Child net - Step Up, Speak Up a practical campaign toolkit that addresses the issue of online sexual harassment amongst young people aged 13-17 years old.

• Preventing Harmful Sexual Behaviour toolkit by the Lucy Faithfull Foundation, the toolkit contains links to useful information, resources and support, including practical tips to prevent HSB.

• NSPCC - Harmful sexual behaviour framework An evidence-informed framework for children and young people displaying HSB.

• Contextual Safeguarding Network – Beyond Referrals - Schools levers for addressing HSB in schools.

Additional advice and support

Abuse

• What to do if you're worried a child is being abused – DfE advice

• Domestic abuse: Various Information/Guidance - Home Office (HO)

• Faith based abuse: National Action Plan - DfE advice

• Relationship abuse: disrespect nobody - Home Office website

• Tackling Child Sexual Abuse Strategy – Home Office policy paper

• Together we can stop child sexual abuse – HM Government campaign

Bullying

• Preventing bullying including cyberbullying - DfE advice

Children missing from education, home or care

• Children missing education - DfE statutory guidance

• Child missing from home or care - DfE statutory guidance

• Children and adults missing strategy - Home Office strategy

Children with family members in prison

• National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

• Trafficking: safeguarding children - DfE and HO guidance

• Care of unaccompanied and trafficked children – DfE statutory guidance

• Modern slavery: how to identify and support victims – HO statutory guidance

Drugs

• Drug strategy 2017 - Home Office strategy

• Information and advice on drugs - Talk to Frank website

• Drug and Alcohol education — teacher guidance & evidence review – PSHE Association website

(so called) "Honour Based Abuse" including FGM and forced marriage

• Female genital mutilation: information and resources- Home Office guidance

• Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

• Forced marriage - Forced Marriage Unit (FMU) statutory guidance

• FGM resource pack – HM Government guidance

Health and Well-being

• Fabricated or induced illness: safeguarding children - DfE, DH, HO

• Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England

• Medical-conditions: supporting pupils at school - DfE statutory guidance

• Mental health and behaviour - DfE advice

Homelessness

• Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Private fostering

• Private fostering: local authorities - DfE statutory guidance

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Radicalisation

• Prevent duty guidance- Home Office guidance

• Prevent duty: additional advice for schools and childcare providers - DfE advice

• Educate Against Hate website - DfE and Home Office advice

• Prevent for FE and Training - Education and Training Foundation (ETF)

Violence

• Serious violence strategy - Home Office Strategy

• Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office

• Youth Endowment Fund – Home Office

• Gangs and youth violence: for schools and colleges - Home Office advice

• Ending violence against women and girls 2016-2020 strategy - Home Office strategy

• Violence against women and girls: national statement of expectations for victims - Home Office guidance

• Sexual violence and sexual harassment between children in schools and colleges DfE advice