

2019 Child Protection and Safeguarding Policy for Shiplake Village Nursery



This policy was adopted on

This policy was updated on 18th October 2019

The policy must be reviewed and updated at least every 12 months.

Shiplake Village Nursery recognises its responsibility for safeguarding and child protection.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

| Content | | Page |
|---|--|-------------|
| Key personnel at our setting | Table of key contacts | 3 |
| Introduction | | 4 |
| Policy statement | | 4 |
| Definitions | | 5 |
| Aims | | 6 |
| Principles and values | | 6 |
| Leadership and management | | 6 |
| Record keeping | | 7 |
| Confidentiality and information sharing | | 7 |
| Training | | 8 |
| Safeguarding children with Special Education Needs and Disabilities | | 8 |
| Reporting and referring concerns | | 9 |
| Multi-agency working | | 11 |
| Safer recruitment | | 11 |
| Allegations | | 11 |
| Whistleblowing | | 12 |
| Preventing radicalisation | | 13 |
| Related safeguarding policies | | 14 |
| Policy review | | 15 |
| Annex 1: Roles and responsibilities | Staff responsibilities | 16 |
| | Senior management responsibilities | 16 |
| | Proprietor/Management team / committee responsibilities | 17 |
| | DSL responsibilities | 17 |
| | | |
| Annex 2: Dealing with disclosures | Dealing with Disclosures | 19 |
| | Guiding principles; seven R's | 19 |
| Annex 3: Abuse and Neglect; definitions and indicators | Abuse and neglect | 21 |
| | Physical abuse | 21 |
| | Emotional abuse | 22 |
| | Sexual abuse | 23 |
| | Neglect | 25 |
| Annex 4: Peer on Peer Abuse | Peer on Peer | 27 |
| | Sexual violence and sexual harassment between children | 27 |
| | Brooks sexual behaviours traffic light tools | 27 |
| Annex 5: Online Safety | | 29 |
| Annex 6: Safeguarding Issues | Serious violence | 30 |
| | Up-skirting | 30 |
| | Honour based violence, including forced marriage and FGM | 30 |
| | FGM | 31 |
| | Contextual safeguarding | 31 |
| | Children Missing Education | 31 |
| | Child Sexual Exploitation | 31 |
| | Child Criminal Exploitation | 32 |
| | | |
| Annex 7: staff induction awareness and training | | 34 |
| Annex 8: Contacts and links | | 35 |
| Annex 9: Staff Signatures | | 36 |

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

| Key Personnel | Name (s) | Contact details |
|--|--|---|
| Designated Safeguarding Lead (DSL) | Holly Ackroyd | 0118 940 4738 manager@shiplakevillagenursery.co.uk |
| Deputy DSL(s) | Miss Chloe Park Mrs Katherine Page-Howie (Headteacher) Mr Antony Tugwell and Miss Helen Boucher (Assistant Head Teachers) - Shiplake CofE Primary School | 0118 940 2024 atugwell@shiplake.oxon.sch.uk hboucher@shiplake.oxon.sch.uk , |
| Chair of Governors | Sarah Blomfield Chair of Governors | 0118 940 2024 office.3810@shiplake.oxon.sch.uk |
| Nominated Safeguarding Governor | Alison Stewart | 0118 940 2024 office.3810@shiplake.oxon.sch.uk |
| Education Safeguarding Advisory Team / Local Authority Designated Officers (LADOs) | Alison Beasley Donna Crozier Sandra Barratt Charlotte Allen | 01865 810603 Lado.safeguardingchildren@oxfordshire.gov.uk |
| Linked Locality Community Support Service (LCSS) worker | Edith Williams | 0345 2412608 |
| Multi Agency Safeguarding hub (MASH) | | 0345 050 7666 |
| Out of hours Emergency Duty Team (EDT) | | 08450 507666 |
| Police | | 101 or in emergencies 999 |

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

Shiplake Village Nursery recognises its responsibility for safeguarding and child protection.

1. Introduction

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- [Keeping Children Safe in Education 2019](#)
- [Working Together to Safeguard Children 2019](#)
- Oxfordshire Safeguarding Children Board (OSCB) guidelines
- [The Early Years Foundation Stage Statutory Framework](#)
- [What to do if you are worried a child is being abused](#)

The Governing Body and Senior Leadership Team at Shiplake Village Nursery takes seriously its responsibility under Section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure adequate arrangements exist within our setting to identify and support those children who are suffering harm or are likely to suffer harm.

We recognise that all our staff have a full and active part to play in protecting our children from harm, and that the child’s welfare is our paramount concern.

Our setting should provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child free from discrimination or bullying where children can learn and develop happily.

This policy applies to all our staff, governing body, senior leadership team and volunteers working in our setting.

All staff will sign to confirm they have read and understood this policy

2. Policy Statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of ‘it could happen here’ where safeguarding is concerned.

The purpose of this policy is to provide staff, volunteers and senior leadership team with the framework they need to keep children safe and secure in our setting and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

3. Definitions

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 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.

Child protection is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the setting, full time or part time, in either a paid or voluntary capacity. This also includes governing body members.

Child refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to all children in our setting; however, the policy will extend to visiting children and students from other establishments.

Parent refers to birth parents and other adults in a parenting role for example adoptive parents, step parents, guardians and foster carers.

Abuse could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

DSL refers to Designated Safeguarding Lead

DDSL refers to Deputy Designated Safeguarding Lead

OSCB refers to Oxfordshire Children Safeguarding Board

LCSS refers to Locality Community Support Service

MASH refers to Multi Agency Safeguarding Hub

DO refers to the Designated Officer, also referred to as Local Authority Designated Officer (LADO)

Chair refers to the Chairperson of the Governing Body

EYFS refers to the Early years Foundation Stage Statutory Framework

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

4. The aims of these procedures are:

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities.
- To ensure consistent good practice across the setting.
- To demonstrate our commitment to protecting children.

5. Principles and Values

Children have a right to feel secure and cannot learn effectively unless they do so.

All children have a right to be protected from harm.

All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the setting or in the community, taking into account *contextual safeguarding*, (annex 5) in accordance with the guidance.

We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.

Whilst the setting will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.

We will always act in the best interests of the child and ensure that our decisions around safeguarding are coordinated in approach that is child centred.

6. Leadership and Management

We recognise that staff anxiety around child protection can compromise good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this setting any individual can contact the Designated Safeguarding Lead (DSL) or the Deputy (DDSL) if they have concerns about a young person.

Our Headteacher and Governing Body takes overall responsibility for safeguarding, ensuring the DSL and the DSL team are fulfilling their role.

There is a nominated safeguarding governor, Alison Stewart who will take leadership responsibility for safeguarding. The Headteacher, Katherine Page-Howie will receive

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

reports of allegations against the manager and act on the behalf of the Governing Body.

As an employer we follow safer recruitment guidance as set out in KCSIE 2019

7. Record Keeping

- Staff will record any welfare concerns that they have about a child on an individual record of concern sheet and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and facts and will be signed and dated by the member of staff.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- Incident/Welfare concern forms are kept in a locked filing cabinet in the Nursery room in a safeguarding file.
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with General Data Protection Regulations (GDPR) and are own setting GDPR policy, and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with GDPR to the child's subsequent setting/school, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- The manager will be kept informed of any significant issues by the DSL, if they are not the DSL.

8. Confidentiality and Information Sharing

- Shiplake Village Nursery recognises that all matters relating to child protection are confidential. The Manager or DSL will only disclose information about a child to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- DfE Guidance on Information Sharing (July 2018) provides further detail. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- OSCB provides advice on the Seven Golden Rules of Information Sharing <https://www.oscb.org.uk/wp-content/uploads/2019/07/The-Seven-Golden-Rules-for-Info-Sharing.pdf>

9. Training

All staff in our setting are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately.

Our DSL undergoes training to provide them with the knowledge and skills required to carry out their role. Our DSL and any members of our DSL team undergo their DSL training every 2 years through the OSCB to enable them to fulfil their role.

Training is provided for all staff to a generalist level every 3 years, regular updates around safeguarding are shared with staff regularly.

Separate training is provided to all new staff on appointment as part of their induction process

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole setting training. This policy will be updated during the year to reflect any changes brought about by new guidance.

10. Safeguarding Children with Special Educational Needs and Disabilities

Shiplake Village Nursery acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.

Shiplake Village Nursery will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

11. Reporting and referring concerns

KCSIE 2019 states: “No single practitioner can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

In our setting we recognise the importance of sharing information and reporting concerns to help ensure children are protected.

The following procedures apply to all staff working in the setting and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children including those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility which will include children visiting the site as well as those who are children on roll.

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:

1. Make an initial record of the information on a Record of Concern paper form and sign and date it.
2. Report it to the DSL immediately
3. The DSL will consider if there is a requirement for immediate medical intervention. However urgent medical attention should not be delayed if the DSL is not immediately available
4. Make an accurate factual record as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
 - Dates and times of their observations

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

- Dates and times of any discussions in which they were involved
 - Any injuries
 - Explanations given by the child / adult
 - What action was taken
 - Any actual words or phrases used by the child
 - Any questions the staff member asked (remembering not to ask any leading questions)
5. In the absence of the DSL or their Deputy, be prepared to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate significant harm or carry out a no names consultation with LCSS if appropriate.

Following a report of concerns the DSL must:

1. Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is appropriate. The rationale for this decision should be recorded by the DSL.
2. Normally the setting should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.
3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via MASH, sharing:
 - i. the known facts
 - ii. any suspicions or allegations
 - iii. whether or not there has been any contact with the child's family.

The MASH can be contacted by phone on **0345 050 7666**

4. If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
5. When a child needs *urgent* medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should seek immediate advice from the MASH about informing the parents, remembering

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

that parents should normally be informed if a child requires urgent hospital attention, however as in all cases if it is felt this could put the child more at risk then all action should be taken in the best interests of the child.

6. If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process or contact the LCSS for a no names consultation.

All contact details are in ANNEX 6

12. Multi-agency Working

Shiplake Village Nursery recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.

Settings are not the investigating agency when there are child protection concerns. We will however contribute to the investigation and assessment processes as required. Shiplake Village Nursery recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The Setting Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

13. Safer Recruitment

- Shiplake Village Nursery is committed to ensure that develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our children and staff.
- The Governing Body and Leadership Team are responsible for ensuring that the setting follows safe recruitment processes outlined within guidance.
- Shiplake Village Nursery is responsible for ensuring that the setting maintains an accurate Central Record in line with statutory guidance.
- The Governing Body will ensure that there is at least one of the persons who conducts an interview, has completed safer recruitment training.
- Shiplake Village Nursery is committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in settings.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

14. Allegations against staff or volunteers

This procedure should be used in all cases in which it is alleged a member of staff or volunteer in a setting, or another adult who works with children has:

- **behaved in a way that has harmed a child, or may have harmed a child;**
- **possibly committed a criminal offence against or related to a child; or**
- **behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children**

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the manager as soon as possible
- If an allegation is made against the manager, the concerns need to be raised with the Headteacher as soon as possible. If the Headteacher is not available, then the Designated Officer for Oxfordshire should be contacted directly.
- There may be situations when the Manager or Headteacher will want to involve the police immediately, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the Manager or Headteacher they will contact the LADO on 01865 810603 or lado.safeguardingchildren@oxfordshire.gov.uk as soon as possible and before carrying out any investigation into the allegation other than preliminary enquiries.

In liaison with the LADO, the setting will determine how to proceed and if necessary, a referral will be made to the MASH and/or the police.

The named Designated Officer (LADO) for Oxfordshire County Council is Alison Beasley.

The Designated Officer or a member of the team, will assess the information provided and advise on next steps, in line with Oxfordshire County Council's Designated Officers local procedures.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

15. Whistleblowing in a Safeguarding Context

While the setting has a separate whistleblowing policy, this is a summary that outlines the process when there is a concern that safeguarding issues have not been reported or followed correctly.

This does not replace the whistleblowing policy and should be read in conjunction with the setting policy.

Whistleblowing is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation which may prevent them from following the normal reporting systems.

There are a limited number of areas that can be called Whistleblowing, and the policy protects staff from being punished for raising concerns.

Within Shiplake Village Nursery, Holly Ackroyd is the senior manager and responsible for all staff. If you are concerned that any member of staff within the setting is not following safeguarding processes or behaving in a way that is placing children at risk, you should in the first place make the manager aware.

If your concern is about the manager, you should raise this with Mrs Katherine Page-Howie, Headteacher of Shiplake Primary School.

If you would prefer to raise your concerns outside of the setting, then you are able to contact the NSPCC whistleblowing line on 0800 028 0285 or email help@nspcc.org.uk for national organisations, OFSTED or make contact with Oxfordshire County Council.

If you believe that a member of the setting staff is harming a child (an allegation) and this has been reported to the manager and no / insufficient action has been taken, or the member of staff you have concerns about is the manager, then you are able to contact the Designated Officers team (LAD) on 01865 810603 or email lado.safeguardingchildren@oxfordshire.gov.uk

If you believe that a child is being abused by individuals outside the setting, you are able to make a referral to Children's Social Care by calling the MASH on : **0345 050 7666** (office hours) or **0800 833 408** (outside of office hours)

Further guidance for staff can be accessed through <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> and through the NSPCC website <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

16. Preventing radicalisation

All of our staff will undergo online Prevent Awareness training to support start in identifying radicalisation and understanding what steps they need to take to protect the children and families in our setting.

This offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

Prevent Referrals

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

Channel Awareness

This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

OSCB guidance on PREVENT <https://www.oscb.org.uk/safeguarding-themes/prevent/>

17. Related Safeguarding Policies

This policy should be read in conjunction with the policies as listed below:

- Behaviour Management (SVN)
- Online Safety (CP and Safeguarding Policy) (SVN)
- Social Media Policy (SCEPS)
- Anti-Bullying (SCEPS)
- Data Protection and Information Sharing (SVN)
- Personal and Intimate Care – see H&S policy (SVN)
- Health and Safety (SVN)

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

- Admissions and Attendance (SVN)
- First Aid and Accidents – see H&S policy (SVN)
- Administering Medicines – see H&S policy (SVN)
- Staff Code of Conduct (including Acceptable Use of Technology) (SCEPS)
- Safer Recruitment (SCEPS)
- Whistleblowing (SCEPS)
- Complaints Policy and Procedures (SVN)
- Food Hygiene – see H&S policy (SVN)
- Emergency Evacuation and lockdown – see H&S policy (SVN)
- Lost or missing child - see H&S policy (SVN)

SVN – Shiplake Village Nursery

SCEPS – Shiplake CE Primary School

18. Policy review

As a setting, we review this policy at least annually in line with DfE, OSCB and OCC requirements and other relevant statutory guidance.

Date approved by Governing Body : 11th December 2019

Date reviewed by Governing Body: 18th October 2019

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

Annex 1

Roles and Responsibilities within Shiplake Village Nursery Setting,

1) staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the setting who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to Social Care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available.
- Follow the allegations procedures, as set out in this policy and KCSIE 2019, if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Oxfordshire Safeguarding Children Board (OSCB) and take account of guidance issued by the DfE.
- Support children in line with their child protection plan.
- Treat information with confidentiality but never promising to ‘keep a secret’.
- Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of Early Help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support children and provide early help.
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

2) Senior Management Team responsibilities:

- Contribute to inter-agency working in line with Working Together to Safeguard Children 2019 guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure staff are alert to the various factors that can increase the need for early help as written in KCSIE 2019
- Working with Children's Social Care, support their assessment and planning processes including the setting's attendance at conference and core group meetings and the contribution of written reports for these meetings.
- Carry out tasks delegated by the Proprietor/Management team / committee such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff, regardless of their position within the setting.
- Treat any information shared by staff or children with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the OSCB procedures.

3) Management team responsibilities

- Ensure the setting has effective safeguarding policies and procedures including a Child Protection Policy, a Staff Code of Conduct, a Behaviour Policy and a written response to children who go missing from education.
- Ensure OSCB is informed in line with local requirements about the discharge of duties via the annual safeguarding report that is returned to the Education Safeguarding Advisory Team.
- Recruitment, selection and induction follows safer recruitment practice including all appropriate checks.
- Allegations against staff are dealt with by the Manager. Allegations against the Manager are dealt with by the Headteacher.
- A member of the Senior Leadership Team is appointed as Designated Safeguarding Lead and has this recorded in their job description.
- Staff have been trained appropriately and this is updated in line with guidance.
- Any safeguarding deficiencies or weaknesses are remedied without delay.
- A nominated governor for safeguarding is identified.

4) DSL responsibilities *(to be read in conjunction with DSL role description in KCSiE)*

In addition to the role of all staff and the senior leadership team, the DSL will:

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

- Refer cases to MASH, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Headteacher and Governing Body in fulfilling its safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role.
- Ensure every member of staff knows who the DSL and the DDSL are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Manager.
- Ensure whole setting training occurs regularly, with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the setting outside the agreed training schedule receive induction prior to commencement of their duties.
- Keep records of child protection concerns securely and separately from the main child file and use these records to assess the likelihood of risk.
- Ensure that safeguarding records are transferred accordingly (separate from child files) and in a timely fashion when a child transfers setting.
- Ensure that, where a child transfers setting and is on a child protection plan or is a child looked after, their information is passed to the new setting immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and information provided by OSCB to ensure staff are aware of the latest local guidance on safeguarding
- Develop, implement and review procedures in the setting that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE 2019.

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ANNEX 2

Dealing with disclosures

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals, to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the setting premises at the time and have concerns about sending a child home.

Guiding principles, the seven R's

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the child, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

Respond

- Respond to the child only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details

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SVN Safeguarding Children ref 1.1

- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court
- Do not ask the child why something has happened.
- Do not criticise the alleged perpetrator; the child may care about him/her, and reconciliation may be possible
- Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child that it will be a senior member of staff

Report

- Share concerns with the DSL as soon as possible verbally
- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services department directly

Record

- If possible, make some very brief notes at the time, and record them as soon as possible on a Record of Concern sheet.
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

Remember

- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it

Review processes (led by DSL)

- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

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Annex 3

Abuse and neglect

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 so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

All setting staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Definitions and Indicators of abuse and neglect

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.

Indicators of physical abuse / factors that should increase concern

- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or *tide marks*
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

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In the social context of the setting, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault

You should be concerned if the child or young person:

- is reluctant to have parents/carers contacted
- runs away or shows fear of going home
- is aggressive towards themselves or others
- flinches when approached or touched
- is reluctant to undress to change clothing for sport
- wears long sleeves during hot weather
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention
- admits to a punishment that appears excessive.

Link to OSCB guidance on physical abuse <https://www.oscb.org.uk/safeguarding-themes/physical-abuse/>

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.

Indicators of emotional abuse

Developmental issues

- Delays in physical, mental and emotional development
- Poor setting performance
- Speech disorders, particularly sudden disorders or changes.

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Behaviour

- Acceptance of punishment which appears excessive
- Over-reaction to mistakes
- Continual self-deprecation (I'm stupid, ugly, worthless etc)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
- Self-mutilation
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Acting out
- Poor trust in significant adults
- Regressive behaviour – e.g., wetting
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at setting, leaving late

Social issues

- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

Emotional responses

- Extreme fear of new situations
- Inappropriate emotional responses to painful situations (“I deserve this”)
- Fear of parents being contacted
- Self-disgust
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Most harm is produced in *low warmth, high criticism* homes, not from single incidents.

Emotional abuse is difficult to define, identify/recognise and/or prove.

Emotional abuse is chronic and cumulative and has a long-term impact.

It is sometimes possible to spot emotionally abusive behavior from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

Link to OSCB guidance on emotional abuse <https://www.oscb.org.uk/safeguarding-themes/emotional-abuse/>

Link to OSCB guidance on Domestic Abuse <https://www.oscb.org.uk/safeguarding-themes/domestic-abuse/>

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

Characteristics of child sexual abuse:

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations

- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

Behavioural observations

- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in setting performance

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at setting, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed

Link to OSCB guidance on sexual abuse <https://www.oscb.org.uk/safeguarding-themes/sexual-abuse/>

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, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

NSPCC research has highlighted the following examples of the neglect of children under 12:

- frequently going hungry
- frequently having to go to setting in dirty clothes
- regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
- being abandoned or deserted
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

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Safeguarding Children ref 1.1 2019

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Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (*What to do if You're Worried a Child is Being Abused* DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Link to the OSCBB guidance on Neglect : <http://www.oscb.org.uk/safeguarding-themes/neglect/> the OSCB have also created a neglect toolkit: <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-care-and-development-checklist-neglect-toolkit-2019-update.docx>

Neglect is often linked to other forms of abuse, so any concerns setting staff have should at least be discussed with the DSL.

Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself. The OSCB neglect toolkit provides a more detailed list of indicators of neglect and is available to all staff

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from setting or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food

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ANNEX 4

Peer on peer abuse

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise
- causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the setting's policy and procedures with regards to peer on peer abuse. Our setting uses the OCC Peer on peer guidance.

Sexual violence and sexual harassment between children

Our setting follows the DFE policy on sexual violence and sexual harassment between children in settings and colleges.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-settings-and-colleges>

Sexual violence and sexual harassment can occur between two children of any age and sex. 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 as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and setting and college staff are supported and protected as appropriate.

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

Our setting also uses the Brooks Sexual Behaviours Traffic Light Tool.

“The tool uses a traffic light system to categorise the sexual behaviours of young people and is designed to help professionals:

- Make decisions about safeguarding children and young people
- Assess and respond appropriately to sexual behaviour in children and young people
- Understand healthy sexual development and distinguish it from harmful behaviour”

https://www.brook.org.uk/our-work/category/sexual-behaviours-traffic-light-tool?gclid=EAlaIQobChMIKILdmLGy5AIVDLTtCh10vwo5EAAYASAAEgImM_D_BwE

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

ANNEX 5

Online Safety

- It is recognised by Shiplake Village Nursery that the use of technology presents challenges and risks to children and adults both inside and outside of setting.
- The DSL has overall responsibility for online safeguarding within the setting.
- Shiplake Village Nursery identifies that the issues can be broadly categorised into three areas of risk:
 - **content:** being exposed to illegal, inappropriate or harmful material
 - **contact:** being subjected to harmful online interaction with other users
 - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.
- Shiplake Village Nursery recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 and EYFS 2019 has appropriate policies in place that are shared and understood by all members of the setting community. Further information relating to this can be found in the settings Staff Code of Conduct and Photography and Recordings policy which can be found in the staff handbooks and in the staffroom.
- Shiplake Village Nursery will ensure that appropriate filtering and monitoring systems are in place when children and staff access setting systems and internet provision.
- Shiplake Village Nursery acknowledges that whilst filtering and monitoring is an important part of settings online safety responsibilities, it is only one part of our approach to online safety. Children and adults may have access to systems external to the setting control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- Shiplake Village Nursery will ensure a comprehensive whole setting curriculum response is in place to enable all children to learn about and manage online risks effectively and will support parents and the wider setting community (including all members of staff) to become aware and alert to the need to keep children safe online

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

ANNEX 5

Safeguarding issues

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 abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from setting, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for settings is provided in the Home Office's Preventing youth violence and gang involvement <https://www.gov.uk/government/publications/advice-to-settings-and-colleges-on-gangs-and-youth-violence> and its Criminal exploitation of children and vulnerable adults: county lines guidance <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

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

So-called 'honour-based' violence (HBV) 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 HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV

Female Genital Mutilation (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.

Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside the setting. **All** staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that settings provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here:

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Link to OSCB guidance on contextual safeguarding

<https://www.oscb.org.uk/safeguarding-themes/contextual-safeguarding/>

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 child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation 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 setting's unauthorised absence and children missing from education procedures.

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

Child sexual exploitation

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

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and noncontact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Link to OSCB guidance on CSE <https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/> and the CSE screening tool <https://www.oscb.org.uk/wp-content/uploads/2019/07/Child-Exploitation-Screening-Tool.pdf>

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity, drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Link to OSCB guidance on child criminal exploitation

<https://www.oscb.org.uk/safeguarding-themes/child-exploitation-modern-slavery/child-drug-exploitation-county-lines/>

Further information around safeguarding issues can be found in KCSIE 2019 ANNEX A and on the OSCB website.

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Safeguarding Children ref 1.1 2019

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ANNEX 7

Staff Induction, Awareness and Training

The EYFS states:

3.20. The daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities. Providers must ensure that all staff receive induction training to help them understand their roles and responsibilities. Induction training must include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. Providers must support staff to undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the setting's internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the settings expectations regarding safe and professional practice via the staff code of conduct and Acceptable Use Policy.
- The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the setting has a nominated lead for the Senior Leadership Team, all members of the Senior Leadership Team and the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

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Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

ANNEX 8

Contacts/links

| | | |
|---------------------------------------|--------------------------|--|
| MASH | 0345 050 7666 | http://www.oscb.org.uk/concerned-about-a-child/ |
| Out Of Ours Emergency Duty Team | 0800 833 408 | |
| LCSS North | 0345 2412703 | LCSS.North@oxfordshire.gov.uk |
| LCSS Central | 0345 2412705 | LCSS.Central@oxfordshire.gov.uk |
| LCSS South | 0345 2412608 | LCSS.South@oxfordshire.gov.uk |
| Designated Officer (LADO) | 01865 810603 | Lado.safeguardingchildren@oxfordshire.gov.uk |
| Kingfisher Team (CSE) | 01865 309196 | |
| Police: Emergency Non-emergency | 999 101 | |
| OSCB | | oscb.oxfordshire.gov.uk |

Information sharing advice:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

What to do if you are worried a child is being abused:

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

NSPCC: <https://www.nspcc.org.uk/>

Whistleblowing guidance: <https://www.gov.uk/whistleblowing>

MASH leaflet for parents:

<https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/socialandhealthcare/childrenfamilies/MashLeafletForParents.pdf>

Child Protection and Safeguarding Policy 2019 SVN

Safeguarding Children ref 1.1 2019

SVN Safeguarding Children ref 1.1

Annex 9

Staff must sign to say that they have read, understood and will follow the Safeguarding Policy and Procedures.

| Name | Role | Signature | Date |
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