Safeguarding Policy

This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff have access to this policy and sign to say they have read and understood its contents.

This policy will be reviewed and ratified at least annually and/or following any updates to national and local guidance and procedures.

Key Contacts

Role	Name	Contact number	Email
Nursery Owner/Owner	Manjit Sandhu	07852 988986	manjit@monkeypuzzlestanway.co.uk
Nursery Manager/ Person in Charge	Danielle Hoggarth	01206 560695	seniormanager@monkeypuzzlestanway.co.uk
Designated Safeguarding Lead	Manjit Sandhu	07852 988986	manjit@monkeypuzzlestanway.co.uk
Deputy Designated Safeguarding Lead	Danielle Hoggarth & Emma Giles	01206 560695 01206 560695	seniormanager@monkeypuzzlestanway.co.uk admin@monkeypuzzlestanway.co.uk
Local Authority Children's Services referral number	Essex Safeguarding Hub	0345 6037627 Out of hours 0345 606 1212	
LADO (Local Authority Designated Officer)		03330 139797 Out of hours 0845 606 1212	lado@essex.gov.uk
Early Years Quality Manager	Lisa Nichols	07507 978010	Safeguarding@mpdn.co.uk
Monkey Puzzle Head Office		01442 878887	Safeguarding@mpdn.co.uk

Contents **Page no**

Introduction	3
Ethos	3
Legislation and Guidance	4
Part 1 – safeguarding and child-protection	
What is 'safeguarding and child protection?'	5
Policy intention	5
Aims	6
Categories of abuse and neglect, risk factors, and themes	8
Safeguarding and Child Protection Procedures	9
The Monkey Puzzle Safeguarding Hub	9
Part 2 - – Roles and responsibilities	
The role of practitioners, wider staff and visitors	10
Safeguarding Children with Special Educational Needs and Disabilities	11
Allegations against Members of Staff and Volunteers	12
Safe Working Practice	12
Complaints	13
Whistleblowing	13
Flowchart – Parent Concern	14
Flowchart – Safeguarding referral pathway (children)	15
Flowchart – Safeguarding referral pathway (adults)	16
The role of the Designated Safeguarding Lead Person (DSL)	17
Documentation and record keeping	18
Confidentiality and Information Sharing	19
Multi-agency working	19
Part 3 - Recruitment, training and ongoing suitability	
Safer Recruitment, Suitable People and Disqualification	20
Staff training and induction	21
Supervision and support	22
Peer on peer abuse	23
Educational Programmes and staying safe	23
Online Safety	23
Security	24
Monitoring and review	25

Appendices		
Appendix 1:	Responsibilities of the Franchisee and Monkey Puzzle	26
Appendix 2:	Categories of abuse	27
Appendix 3:	Broader risk factors and themes	30
Appendix 4:	DSL essential knowledge descriptors	33
Appendix 5:	Keeping yourself safe when responding to disclosures	35
Appendix 6:	National Support Organisations	36

Introduction

As an Ofsted regulated nursery, we comply with the local child Safeguarding procedures, and it is our duty to record and report to children services any concerns regarding the possible abuse of children in our care. Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. As an Early Years setting, we aim to keep children safe by adopting the highest possible standards and taking all reasonable steps to protect children from harm. Safeguarding is about more than child protection. Child Protection is specifically about protecting children and young people from suspected abuse and neglect. Safeguarding is much wider than child protection.

Our prime responsibility is the welfare and well-being of children in our care. As such it is our duty to the children, parents/carers, and staff to act quickly and responsibly in any instance that may come to our attention. All staff will work as part of a multi-agency team where needed in the best interest of the child.

Ethos

'All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right' (EYFS, 2023).

The nursery directors believe that all those directly involved with our setting have an essential role to play in making it safe and secure. Our setting aims to create the safest environment within which every child has the opportunity to achieve their full potential, and we take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

As part of the safeguarding ethos of the nursery, we are committed to:

Maintaining children's welfare as our paramount concern.
Providing an environment and culture in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
Developing appropriate and positive relationships between children and the adults that care for them.
Providing suitable support and guidance so that children have a range of appropriate adults who they feel confident to approach if they experience difficulties.
Using learning opportunities to increase self-awareness, self-esteem, assertiveness and decision making. This is so that young children develop a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
Working with parents/carers to build an understanding of the nursery responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations.
Ensuring all staff have regular and appropriate training (including induction) to enable them to recognise the signs and symptoms of abuse and ensure they are aware of the nursery procedures and reporting mechanisms.
Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
Developing effective and supportive liaison with other agencies.
Adhere to the Local Safeguarding Children's Partnership procedures as outlined locally.

Legislation and Guidance

The nursery's Child Protection policy has been developed in accordance with the following legislation and guidance:

Children Act 1989 / 2004
Safeguarding Vulnerable Groups Act 2006
Education Act 1996/2002
Children and young person's Act 2008
Children and Families Act 2014
Children and Social Work Act 2017
Childcare Act 2006
Human Rights Act 1998
FGM Act 2003
Counter Terrorism Act 2015
Sexual Offences Act 2003
Equality Act 2010
Serious Crime Act 2015
Voyeurism (offences) Act 2019
Data Protection Act 2018
The Prevent Duty Guidance
Working Together to Safeguard Children
Keeping Children Safe in Education
The Early Years Foundation Stage
Ofsted Education Inspection Framework
What to do if you're worried a child is being abused

Part 1 – Safeguarding and Child Protection overview

What is 'Safeguarding and child protection'?

Working Together to Safeguard Children states that safeguarding and promoting the welfare of children is defined 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.
- Taking action to enable all children to have the best outcomes.

It also reminds us that "safeguarding *is everyone's responsibility"*. *Everyone who comes into contact with children and families has a role to play.* Everyone should consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

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

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Support staff to notice the softer signs of abuse and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities

- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

Aims

The nursery is aware that abuse does occur in our society, and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care, we are providing, staff may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for children's social care, health professionals or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do
- Ensure staff are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children through bullying or discriminatory behaviour
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND) and other vulnerable or isolated families and children
- Ensure that all staff feel confident and supported to act in the best interest of the child, share information and seek the help that the child may need
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by Essex Children's safeguarding board. SET Procedures

- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times
- Ensure that children are never placed at risk while in the charge of nursery staff
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance, or procedures issued by Essex children's safeguarding board. SET procedures

This policy covers a range of specific safeguarding issues including (but not limited to):

Bullying (including cyberbullying)	Online risk and harm
Children and the court system	Peer on peer abuse
Children Missing Education (CME)	Radicalisation and extremism
Children with family members in prison	Private fostering
Child missing from home or care	Relationship abuse
Child Sexual Exploitation (CSE)	Sexual violence and harassment
Child criminal exploitation and County Lines	Upskirting
Missing children and adults	Sexual imagery
Domestic Abuse and violence	Toxic Trio
Gender-based abuse and violence against women and girls	Fabricated or induced illness (FII)
Hate	Child Abuse linked to faith or belief (CALFB)
Homelessness	Female Genital Mutilation (FGM)
Honour based abuse	Forced marriage
Human trafficking and modern slavery	Gangs and youth violence

Categories of abuse and neglect, risk factors, and themes (see also Appendix 3 for more detail)

Abuse Categories

Neglect

Emotional abuse

Physical abuse

Sexual abuse and child sexual exploitation

Risk Factors and themes

Toxic trio

Poverty and disadvantage

Hidden/unseen men

Non-mobile babies/children

Special educational needs and/or disability

FGM

Domestic abuse/Violence

Child criminal exploitation, County lines, and Gangs and youth violence

Fabricated and induced illness (FII)

Child abuse linked to faith or belief (CALFB)

Online risks and harm

Extra familial threats

Adverse childhood experiences

Honor based abuse

Forced marriage

Radicalisation

The most up to date definitions and possible indicators and signs of abuse are found in Appendix two and three. Staff should also refer to Part 1 and Annex A within **Keeping children safe in education** and **What to do if you are worried a child is being abused**

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases, multiple issues will overlap with one another.

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult

or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, however, can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Safeguarding and Child Protection Procedures

The nursery adheres to the Local Safeguarding Partnership Procedures. SET procedures

Additional guidance includes:

- **What to do if you are worried a child is being abused**
- **Information sharing advice for safeguarding practitioners**
- **The Assessment Framework for Children in Need and their Families (2000)**

These documents guide professionals including when to make a referral to Specialist Children's Services and can be found in the following location:

Safeguarding Hub at the bottom of the stairs

The Monkey Puzzle Safeguarding Hub
The purpose of this is to create a central hub where all important safeguarding information is available to all staff, students, and temporary staff who have access to the children. You will have unrestricted access to important documents.

What you will find here:

- Safeguarding flowcharts – these are new and will be circulated to all staff with a training record
- DSL and Deputy DSL information
- Pink slips and yellow slips – as above these are new and will be circulated to all staff with a training record
- Local Safeguarding Partner information including how to access the SET procedures

- Statutory guidance – Working together to Safeguard children and Keeping children safe in education
- Additional guidance – What to do if you're worried a child is being abused
- Monkey Puzzle Colchester Safeguarding Policy
- Safeguarding information and updates including case reviews and safeguarding news relevant to the local area and wider locations
- Monthly Safeguarding topic and reflective questions
- Safeguarding quiz
- How to whistle blow.

Part 2 – Roles and responsibilities

The role of practitioners, wider staff and visitors

The Early Years Foundation Stage requires providers to *"take all necessary steps to keep children safe and well"* and accordingly, everyone involved in the care of young children has a role to play in their protection. All members of staff in the nursery are part of the wider safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance.

All members of staff have a responsibility to identify children who may require extra help or who are suffering, or are likely to suffer, significant harm. All members of staff have a duty of care to take appropriate action and work with other services as needed.

The 5 components of safeguarding and child-protection

- Staff must understand their safeguarding roles and responsibilities
- Staff must be able to identify risks to children
- Staff must help safeguard children with emerging or low-level concerns through early help or early intervention processes
- Staff must protect children from harm
- Staff must report their concern swiftly.

Staff need to have professional curiosity. They must never take things at face value. Staff must use the information they have about a child to analyse a situation and determine risk.

Staff must never delay with reporting their concerns to the DSL. They must also follow up with the DSL about any concerns raised and action taken.

The welfare and safety of children are the responsibility of ALL staff in the nursery and ANY concern for a child's welfare MUST be reported to the DSL.

On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe, and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, they must escalate themselves by:

- Contacting The nursery Owner (where appropriate)
- If the Owner is the DSL staff can escalate directly to the Monkey Puzzle Day Nurseries (via the Head Office number)
- Contact Essex Safeguarding Hub or LADO directly.

If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the nursery concerns have been addressed and, most importantly, that the child's situation improves.

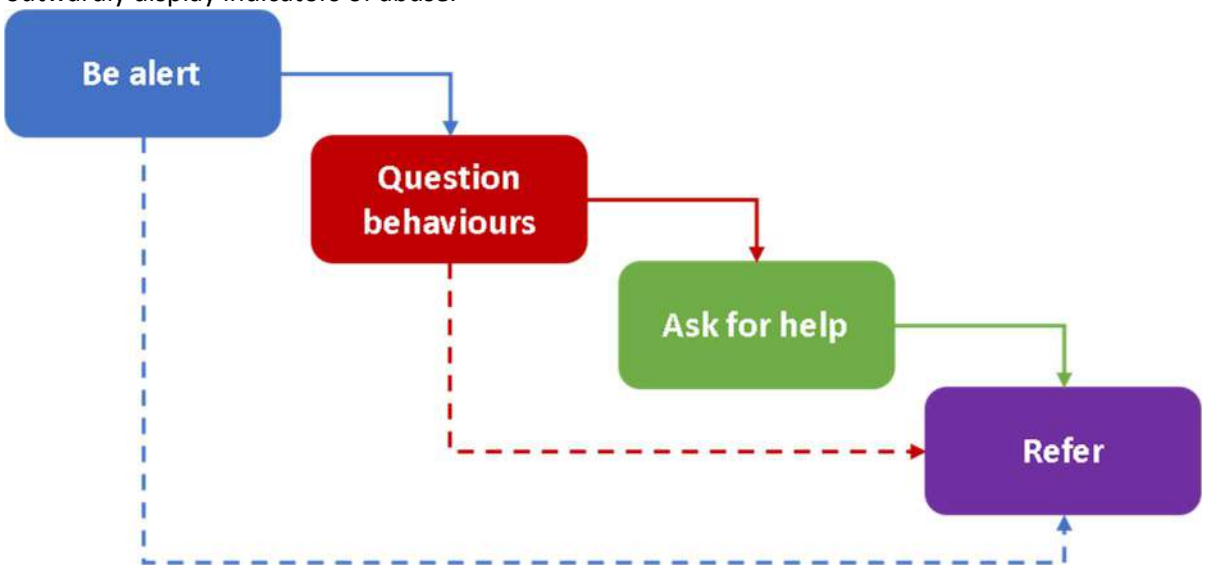
'What to do if you are worried about a child being abused' identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect. All members of staff are expected to be aware of and follow this approach:

Safeguarding Children with Special Educational Needs and Disabilities

The 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. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

The 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 disproportionally 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.



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to Children Social Work Service and/or the Police.

Allegations against Members of Staff and Volunteers

The nursery recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the DSL [on the day] who will first contact the Local Authority Designated Officer (LADO) to agree on further action to be taken in respect of the child and staff member.

The Owners/DSL also ensure we meet our responsibilities under Section 35 of Safeguarding Vulnerable Groups Act 2006. This includes the duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed (or would have been, had the person not left the nursery first) because they have harmed a child or put a child at risk of harm.

As a registered provider we are aware of our duty to inform Ofsted any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. Notifications will be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made and are aware that to not do so would be an offence.

All members of staff are made aware of the nursery's Whistle-blowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk

For specific guidance on how to respond to allegations against staff, please refer to the managing allegations against a member of staff in the Whistleblowing Policy which can be found in the policy folder in the office.

Safe Working Practice

All members of staff (including temporary staff and volunteers) are required to work within clear guidelines on Safeguarding Code of Conduct.

Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the nursery's behaviour management policy, and the intimate care policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Staff are made aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in E-Safety Policy.

Complaints

The nursery's **Complaints Procedure** is available to parents/carers and members of staff who wish to report concerns. This can be found **in the policy folder in the office and on our website.**

Our parent guidance 'What to do if you're worried about your child's safety or welfare' is available on our website and is shared with parents when they register. This includes clear guidance and steps for raising a concern via the 'Parent Concern Flowchart'.

Whilst we hope that parents will never need to raise a concern of this nature, all reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific procedure for **managing allegations against a member of staff.** This can be found in the Whistleblowing policy.

Whistleblowing

We recognise that in rare cases staff may not feel that their concern has been heard or acted upon. Staff may also feel that they are not confident to raise serious concerns against a colleague or more senior member of staff. In this case they may share their concerns in a confidential manner in any of the following ways:

Whistleblowing 'speak up' post box	Located in the privacy of the staff bathroom and accessed only by the DSL twice daily
Via the Directors	By calling, emailing or speaking directly to them.
Via Head Office	By emailing safeguarding@mpdn.co.uk or calling Lisa Nichols – Early Years Quality Manager 07507 978010

Monkey Puzzle Colchester

Parent Concern flowchart

If you have concerns regarding the safety and welfare of your child, you MUST share your concerns immediately with your child's key person or the designated safeguarding lead for the setting.

Key person will make a record and discuss with the designated safeguarding lead (DSL)

Designated safeguarding lead reviews concern and will take necessary steps

DECISION: DSL to contact the Local Authority Designated Officer (LADO) within 24 hours

LADO decision is to investigate externally with associated partners such as GP or Police

DSL to Follow instruction from LADO and record all action taken.

Director to Notify Ofsted within 14 days

DECISION: DSL to contact the Local Authority Designated Officer (LADO) within 24 hours

LADO decision is to allow nursery to investigate **internally**

DSL to conduct a full investigation and respond to parent with outcomes.

Director to Notify Ofsted within 14 days

DECISION: Concerns further discussed with parent and resolved *(threshold not met)*

No further action

Monkey Puzzle Colchester

Safeguarding Referral Pathway - children

Record the concern asap on a pink slip

DECISION – Contact police if child is in immediate danger of sexual abuse, harm or death CALL 101 / 999

Give your verbal and written concern to your Designated Safeguarding Lead (DSL)

Designated safeguarding lead reviews concern and will take necessary steps

DECISION: to continue to monitor the concern and child

DSL to create file for child and all incidents are reported and reviewed by the DSL and DDSL regularly

DSL to discuss concerns with parents or refer to Children's Social Care if further disclosures are made or behaviours / unexplained

DECISION: to refer to Children's Social Care

Children & Families Hub
Call: 0345 603 7627
Mon – Thur 8.45am – 5.30pm
Fri – 8.45am – 4.30 pm

Follow Children and Families Hub Partner Access Map

Out of hours:

0345 606 1212

DECISION: to discuss concern with parents

DSL will decide whether to monitor child or refer to social services

Monkey Puzzle Colchester Safeguarding Referral Pathway for adults

Record the concern asap on a yellow slip

DECISION – remove team member if children are in immediate danger

CALL 101 / 999

Give your verbal and written concern to your Designated Safeguarding Lead (DSL)

Designated safeguarding lead reviews concern and will take necessary steps

DECISION: to continue to monitor the member of staff

DSL to create file for adult and all incidents are reported and reviewed by the DSL and DDSL regularly

DSL to discuss concerns with team member or refer to LADO if allegations meet the threshold or behaviours warrant it

DECISION: to refer to LADO

Place team member on non-contact duties immediately Applies to ALL allegations.

LADO
Call: 03330 139797

Email: lado@essex.gov.uk

Out of hours:

0845 606 1212

Notify Ofsted within 14 days max

Notify SLT

DECISION: to discuss concern with team member

DSL will decide whether to support and monitor team member or refer to LADO

The role of the Designated Safeguarding Lead Person (DSL)

The EYFS states; *'In every setting a practitioner must be designated to take lead responsibility for safeguarding children'.*

The Owner is responsible for ensuring all legal requirements are met, and they have appointed an appropriately qualified and experienced Designated Safeguarding Lead (DSL) to fulfil this role in their nursery, who are drawn from the nursery management team (Manager, deputy and third in charge).

In extenuating circumstances, where a member of staff is nominated to undertake the role of DSL outside of the management team (i.e. a room leader), they will be expected to:

- *Have met with the DSL to review the 'DSL Job Description' and have signed to say they have read and understood their accountability in relation to the role of the DSL and the safeguarding systems across the entire nursery.*
- *Will be expected to undertake the relevant training and CPD as outlined within the role of the DSL below.*

They are committed to ensuring that the DSL is properly supported in being able to carry out this role fully, including providing them with appropriate time and resources away from other job commitments.

The DSL has overall responsibility for the day-to-day safeguarding and child protection systems in the nursery. (See Appendix 4 for DSL essential knowledge descriptors) These responsibilities include but are not limited to.

- Liaising with other professionals in all agencies, including social services, police and health colleagues.
- Keeping appraised of any updates in policy and practice as agreed by Monkey Puzzle Day Nurseries.
- Being a source of support, advice and guidance to any other setting staff, both paid and voluntary, on an ongoing basis and any specific safeguarding issue as required.
- Co-ordinating child protection action within the nursery, including making referrals as necessary.
- Maintaining a confidential recording system for safeguarding and child protection concerns.
- Ensuring all staff, visitors and volunteers are aware of the nursery policies and procedures and their responsibilities in relation to safeguarding children.
- Ensuring all staff, both paid and voluntary, have received appropriate and up to date child protection training, at least every 2 years and provide them with appropriate annual updates (see Section 12 below)
- Ensuring their own training is kept up to date by attending appropriate Designated Safeguarding Lead training every 2 years and accessing updates, at least annually, through a variety of methods to keep up with any developments relevant to their role. This should include local authority training and updates ensuring correct reporting protocols are followed.
- Representing the nursery at inter-agency meetings in particular strategy discussions, child protection conferences and core groups.
- Managing and monitoring the nursery role in early help, child in need and child protection plans.
- Ensuring that there is a fully trained, competent DSL (including deputies) on-site at all times that the nursery is in operation.

Every Owner has appointed additional staff to deputise for the DSL. Deputy DSLs will have attended appropriate training, which enables them to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents/carers in most cases). This includes the need to make referrals to partner agencies and services.

- Advice may also be sought from the Monkey Puzzle Day Nurseries by contacting your Early Years Quality Manager:

Lisa Nichols	**07507 978010**

- Issues discussed during advice calls may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an Early Help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to Children Social Care if the situation doesn't appear to be improving for the child.

New referrals to services will be made using the agreed process i.e. the request for service form. These requests will be made with reference to the lead professional for children who are already known to services will be passed to the allocated worker/team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Children Social Care being necessary, parents/carers will be informed. Consent will be sought unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation.

The role of the nursery in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

Documentation and Record Keeping

Staff will record any welfare concern that they have about a child on the nursery safeguarding Logging of concern form (pink slip) 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 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 on the 'DSL response to log template'. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

Logging of concern forms are kept in the safeguarding Hub by the main staircase and in rooms.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the nursery. Safeguarding records are kept in accordance with data protection

legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only as set out in our Data Protection Policy.

The Owners of the nursery will be kept informed of any significant issues by the DSL (for example a referral of a child at risk of significant harm).

All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

Children's privacy should be maintained and therefore staff must not take photos of children's injuries at any time. This includes for the use of online accident form platforms. We recognise that any photos taken may jeopardise any legal proceedings.

Confidentiality and Information Sharing

We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a need-to-know basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order 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. Further advice is available in the document Information Sharing advice for safeguarding practitioners

Multi-Agency Working

The nursery recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

We recognise that the nursery is not the investigating agency when child protection concerns arise and will, therefore, pass all relevant cases to statutory agencies. We will, however, contribute to the investigation and assessment processes as required and recognise that the nursery plays a crucial part in supporting the child while these take place.

The nursery recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

The Owners of the nursery and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Part 3 - Recruitment, training and ongoing suitability

Safer Recruitment, Suitable People and Disqualification

The nursery is committed to ensure that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with our children and have their welfare and protection as the highest priority.

The Owners of the nursery are responsible for ensuring that the nursery follows safe recruitment processes outlined within guidance, including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff and volunteers and Owners members and includes appropriate information which may include:

- Dates of recruitment.
- References.
- Identity checks.
- Disclosure & Barring Service (DBS) checks reference number, including date check was obtaining and details of who obtained it.
- Eligibility to work in the UK checks.
- Other essential key data.

The nursery will obtain an enhanced Disclosure & Barring Service (DBS) check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:

- works directly with children.
- lives on the premises on which the childcare is provided and/or.
- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

An additional criminal records check (or checks if more than one country) will also be made for anyone who has lived or worked abroad.

The Owners of the nursery are responsible for ensuring that the nursery adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

The Owners of the nursery will ensure that the manager, other senior staff responsible for recruitment and one member of staff on the interview panel complete accredited Safer Recruitment Training in line with government requirements.

The owners of the nursery are aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.

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. Where staff are on the update service the nursery should conduct and record regular checks.

Staff Induction and Training

The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted and understand the nursery internal safeguarding procedures and reporting mechanisms.

All staff members (including volunteers and temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and act in line with this policy
- **Record** concerns in line with the nursery policies
- **Refer** concerns to the DSL and be able to seek support external to the nursery if required

All staff members (including volunteers and temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues. This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. This may include:

- significant changes in children's behaviour.
- deterioration in children's general well-being.
- unexplained bruising, marks or signs of possible abuse or neglect.
- children's comments which give cause for concern.
- any reasons to suspect neglect or abuse outside the nursery, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female Genital Mutilation.
- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

The staff training will include setting responsibilities, the nursery child protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members (including temporary staff) will receive regular safeguarding and child protection updates, as required, but at least annually.

All staff members (including temporary staff) will also be made aware of the nursery expectations through the staff handbook and our related policies.

Child Protection Training Expectations for All				
Course Title	**When**	**How**	**For whom**	**How often?**
Introduction to Child Protection	Before the start date with the business	Video training via link provided by nursery	Everyone in the business	Start date only
Child Protection Awareness Training	Within the first 3 months of the start date	Face to face Training or via an approved online platform – 3 hours	Everyone in the business	Renewal cycle of 2 years (*cannot expire – to be compliant)
Child Protection Designated Safeguarding Leads DSL				

What	When	How	For whom	How often?
Online Training to raise awareness	Prior to attending DSL Training	Online training: - Prevent Duty Training - FGM Awareness **This list is not exhaustive and will be updated as required*	Level 3 trained staff, those involved in nursery management, and nursery directors and owners.	Completed and online certificates printed – renew cycle 2 years.
DSL Training	When starting in the business	F2F Training – 1 day	Level 3 trained staff, those involved in nursery management, and nursery directors and owners.	Completed on a 2 yearly cycle (*cannot expire – to be compliant for DSL role)
Safer Recruitment Training	On start in business	F2F Training – 1 day	Those involved in nursery management, and nursery directors and owners.	Completed once ONLY – notification of refresher will be as required
Local Authority DSL Training	Within the first year of starting in the business	F2F Training – 1 day	DSLs	Completed on a 2 yearly cycle

Supervision and Support

The nursery will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of the EYFS.

The Owners of the nursery recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

All staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management.

Peer on Peer Abuse

All members of staff at the nursery recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing

(initiation type violence), sexually harmful behaviour and violence and 'sexting'. The nursery is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

The nursery believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer-on-peer abuse will be managed in the same way as any other child protection concerns.

Further information about the nurseries response to specific allegations can be located in the Anti Bullying Policy.

The nursery will respond to cases of "sexting" (or Youth Produced Sexual Imagery) in line with the UKCCIS "Sexting in Schools and Colleges" guidance.

Further information in relation to the nursery approach to "sexting" can be found in the nursery E-safety policy.

Educational Programmes and Staying Safe

We recognise that early years settings play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The nursery will provide age appropriate educational programmes and opportunities to enable early years children to develop self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at the nursery will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Online Safety

It is recognised by the nursery that the use of technology presents particular challenges and risks to children and adults both inside and outside of the nursery.

The nursery identifies that the issues classified within online safety are considerable, but 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.

Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches

or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the nursery. We work in partnership with parents to educate them around keeping children safe online.

The nursery recognises the specific risks that can be posed by mobile phones, cameras or any other devices and in accordance with the EYFS has appropriate policies in place that are shared and understood by all members of staff. Further information/reading about the specific approaches relating to this can be found in the nursery E-Safety Policy.

The nursery will ensure that appropriate filtering and monitoring systems are in place when children and staff access systems and internet provision.

The nursery acknowledges that whilst filtering and monitoring is an important part of the nursery online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the nursery control such as tablets, mobile phones and other internet enabled devices and technology. This is covered in more depth within the nursery E-Safety Policy.

The nursery will support parents/carers and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.

Detailed information about the nursery response to online safety can be found in the nursery E-Safety Policy and Acceptable Use Policy.

Security

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-setting community ethos and welcome comments from children, parents/carers and others about areas that may need improvement as well as what we are doing well. Details of our approach can be found in our Abusive parents policy and our CCTV policy.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into setting. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

- The nursery will not accept the behaviour of any individual (parent/carer or other) that threatens the security of 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 access for that individual to the site.

Monitoring and Review

This policy has been written to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

The policy forms part of our nursery development plan and will be reviewed annually.

All staff should have access to this policy and sign to the effect that they have read and understood its contents.

All Owners / DSL's will ensure that the Child Protection Policy is compliant with their Local Safeguarding Children's Partnership arrangements.

The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

Appendix 1: Responsibilities of the Franchisee and Monkey Puzzle

Monkey Puzzle Day Nurseries LTD has the responsibility to ensure:

- The Franchisee, at the point of opening, has undertaken the Monkey Puzzle DSL training and approved LSCP training in inter-agency working, in addition to child protection awareness training.
- That there is an up-to-date child protection policy which is consistent with LSCP requirements, reviewed annually and made available to parents on request.
- That there are in place for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the manager/franchisee.
- There are safer recruitment procedures available, which include the requirement for appropriate checks in line with national guidance.
- There is an up-to-date and appropriate training strategy which ensures all members of staff and volunteers, including the managers, staff and volunteers, receive safeguarding training.
- That franchisees and managers are made aware of Monkey Puzzle arrangements for safeguarding and have the relevant policies, procedures and toolkits available to them to ensure staff and volunteers are made aware of Monkey Puzzle arrangements for safeguarding.

The Franchisee has the responsibility to ensure:

- That the child protection policy and procedures are implemented and followed by all staff and volunteers.
- That sufficient time and resources are allocated to enable the DSL (and any appropriately trained deputies) to carry out their roles effectively, including the assessment of children and the attendance at strategy discussions and other necessary meetings.
- That all members of staff and volunteers feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with Monkey Puzzle's whistleblowing procedures.
- Children's safety and welfare are addressed throughout all of the services provided across the nursery.
- That all staff and volunteers are made aware of the nursery's arrangements for safeguarding.
- That there is a fully trained DSL (including deputy) on-site at all times whilst the nursery is in operation.

Appendix 2: Categories of Abuse

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

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. They may be abused by an adult or adults or another child or children. It should be noted that abuse can be carried out both on and offline and be perpetrated by men, women and children.

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Signs that MAY INDICATE Sexual Abuse

- Sudden changes in behaviour and school performance
- Displays of affection which are sexual and age-inappropriate
- Self-harm, self-mutilation or attempts at suicide
- Alluding to secrets which they cannot reveal
- The tendency to cling or need constant reassurance
- Regression to younger behaviour for example thumb-sucking, playing with discarded toys, acting like a baby
- Distrust of familiar adults e.g. anxiety of being left with relatives, a childminder or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Fear of undressing for PE
- Sexually transmitted disease
- Fire setting

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.

Signs that MAY INDICATE Physical Abuse

- Bruises and abrasions around the face
- Damage or injury around the mouth
- Bi-lateral injuries such as two bruised eyes
- Bruising to soft areas of the face such as the cheeks
- Fingertip bruising to the front or back of the torso
- Bite marks
- Burns or scalds (unusual patterns and spread of injuries)
- Deep contact burns such as cigarette burns
- Injuries suggesting beatings (strap marks, welts)
- Covering arms and legs even when hot
- Aggressive behaviour or severe temper outbursts.

Injuries need to be accounted for. Inadequate, inconsistent or excessively plausible explanations or a delay in seeking treatment should signal a concern.

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 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.

Signs that MAY INDICATE emotional abuse

- Overreaction to mistakes
- Lack of self-confidence/esteem
- Sudden speech disorders
- Self-harming
- Eating Disorders
- Extremes of passivity and/or aggression
- Compulsive stealing
- Drug, alcohol, solvent abuse
- Fear of parents being contacted
- Unwillingness or inability to play
- Excessive need for approval, attention and affection

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 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 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.

Signs that MAY INDICATE neglect.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Inadequate clothing
- Frequent lateness or non-attendance at School
- Untreated medical problems
- Poor relationship with peers
- Compulsive stealing and scavenging
- Rocking, hair twisting and thumb sucking
- Running away
- Loss of weight or being constantly underweight
- Low self-esteem

Appendix 3: Broader risk factors and themes

Child Sexual Exploitation (CSE)

Monkey Puzzle identifies that CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Monkey Puzzle is aware that sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation may involve varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexting, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse or recognise this as abusive.

Every member of staff and volunteers at Monkey Puzzle recognises that children at risk of CSE need to be identified and issues relating to CSE should be approached in the same way as protecting children from other risks.

'Honour based' abuse

Members of staff and volunteers at Monkey Puzzle are aware that 'Honour-based' abuse (HBA) encompasses a range of 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.

The indicators of HBA and associated factors will be covered with staff and volunteers within Monkey Puzzle safeguarding training. All members of staff and volunteers are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff and volunteers are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff and volunteers will speak with DSL if they are concerned about HBA.

All members of staff and volunteers will follow Monkey Puzzle and BSCB procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Forced Marriage

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of organisations and organisations. Staff and volunteers should report concerns regarding forced marriage to the DSL or can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk

Radicalisation

Monkey Puzzle recognises that exposure of children (and adults) to extremist ideology can hinder their social development and educational attainment alongside posing a very real risk that they could support or partake in an act of violence. The radicalisation of young people can be compared to grooming for sexual exploitation.

Monkey Puzzle will ensure the DSL team complete an e-learning training package developed by the Home Office which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process.

Every member of staff and volunteer at Monkey Puzzle recognises that children exposed to radicalisation and extremism is no different to safeguarding against any other vulnerability and should be approached in the same way as protecting children from other risks. All members of the community at Monkey Puzzle will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.

Additional information about responding to online radicalisation and extremism can be found in Monkey Puzzles online safety policy.

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. 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.

Gangs and Youth Violence

The involvement of young people in Serious Youth Violence – including drug distribution – has links to organised crime and other risk areas, for example, child sexual exploitation and going missing.
Young people involved in Serious Youth Violence are often vulnerable individuals who may be drawn into organised crime and can be both perpetrators and victims of harm.

There are many definitions of what constitutes a gang, for purposes of this policy they will be defined as:

- **Organised Criminal Group** (OCG) or Criminal Gangs: Individuals, normally working with others, with the intent and capability to commit a serious crime on a continuous basis, which includes elements of planning, control, coordination, structure, or group decision-making.
- **Street Gangs**: A relatively durable predominantly street-based groups of young people who see themselves (and are seen by others) as a discernible group and engage in a range of criminal activity and violence. They may also have any or all of the following features:

- o Identify with or lay claim over the territory.
- o Have some form of identifying structural feature.
- o Conflict with other, similar, gangs.

Domestic abuse

The cross-government definition of domestic violence and abuse is Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Appendix 4: DSL essential knowledge descriptors

Knowledge Essentials

- Identifying and recognising signs of abuse and neglect and how they impact upon children.
- Understanding child development including brain development and what undermines healthy development for children especially in the first five years.
- Identification and recognition of factors that adversely impact upon children from both within their family contexts and within an extra familiar context (outside of their family). Knowing 'how to be alert to issues in the life of a child at home or elsewhere', which in turn helps to identify risks for children (DfE 2023)
- Knowledge of an individual child's life experiences, family contexts, protective factors, ongoing circumstances and relationships with other adults, their lived experiences and how this may affect them.
- Understanding levels of need-thresholds that determine the level of need for each child as defined by local authorities' threshold of need guidance or equivalent.
- How to respond to a child's need for early help (early intervention) and how to engage with local procedures for assessment, contributing to plans and engaging in targeted interventions for a child.
- Knowledge of the local authority children's social care team, the name and contact details of the team for example Multi Agency Safeguarding Hub (MASH) or equivalent. Knowing how to effectively liaise with them and their procedures on safeguarding and child protection matters.
- Knowledge of local authority priorities and bespoke elements that define responses to safeguarding themes within their geographic area and as determined by Local Safeguarding Partners or other local authority bodies with strategic responsibilities and oversight for child protection.
- How to take actions for children who are in immediate danger of harm including contacting the Police or Children's Services Social Care.
- Understanding risks to children that occur because of professional abuse and knowing how to respond and follow procedures. This includes how to contact and report to the Local Authority Designated Safeguarding Officer (LADO) or other bodies who are responsible to investigate allegations of harm against children from professionals or adults who work with them.
- How to make a referral to social care in respect of a child at risk of significant harm.
- Understanding the processes and procedures that follow assessment of need and the role that early year's providers play in respect to their involvement for multi-agency plans and interventions. This includes how these are monitored, reviewed and the role that leads will take in making decisions.
- Understanding the importance of effective record keeping and knowing how to effectively record, maintain records and use them skilfully to write and produce reports.
- Knowledge of the legal basis for gathering, storing and sharing of information about a child and using this to underpin effective information sharing and safeguarding practises.
- Being knowledgeable of relevant legislative contexts and know how to fulfil and meet their legal requirements in practice.
- How to respond and meet expectations of Government guidance in respect to undertaking their responsibilities to safeguard and protect children. Acquiring knowledge from Government guidance to gain understanding of the responsibilities of others they work alongside, including the role of multi-agency practices and the functions of statutory services.
- Knowledge of local procedures that enable engagement in processes that escalate concerns for children to challenge other practitioners' decision-making or practise if it is believed not to be in the best interests of the child.
- How to respond to a child's disclosure.
- Where to signpost adults with whom they work to services that offer them help and support.

Knowledge essentials for leads supporting or managing other staff

- How to implement safer recruitment process is and procedures.
- Understanding the importance and rationale for ongoing staff suitability. Being able to undertake suitability checks and processes including how to report to the disclosure and barring services or equivalent where appropriate.
- How to lead, support and develop staff in equipping them to recognise and respond to abuse and neglect.
- Knowledge of what makes for effective management systems that safeguard and protect children in their setting. Leaders will draw upon their knowledge to create, implement and update policies and reviews of procedures ensuring that they are effective and in keeping with local safeguarding arrangements within the local authority.
- Knowledge of how to implement and maintain excellent management oversight that focuses on children and their needs. Including formal systems that enable good recording and reporting practices.
- Understanding and being able to conduct effective professional supervision and how this achieves a team wide approach in facilitating recognition of concerns for children and responding appropriately.

Taken from Buckler, 2023: Developing Child Centred Practice for Safeguarding and Child Protection

Appendix 5: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if…)

1. Receive

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

2. Respond

- Reassure the child that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the child refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the child only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she….?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the child may have affection for him/her
- Do not ask the child to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child
- Record statements and observable things rather than your interpretations or assumptions

5. Remember

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies

6. Relax

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

Appendix 6: National Support Organisations

Support for staff

- Professional Online Safety Helpline: www.saferinternet.org.uk/helpline

Support for Children

- NSPCC: www.nspcc.org.uk
- ChildLine: www.childline.org.uk
- Papyrus: www.papyrus-uk.org
- Young Minds: www.youngminds.org.uk
- The Mix: www.themix.org.uk

Support for adults

- Family Lives: www.familylives.org.uk
- Crime Stoppers: www.crimestoppers-uk.org
- Victim Support: www.victimsupport.org.uk
- Kidscape: www.kidscape.org.uk
- The Samaritans: www.samaritans.org
- Mind: www.mind.org.uk
- NAPAC (National Association for People Abused in Childhood): www.napac.org.uk
- MOSAC: www.mosac.org.uk
- Action Fraud: www.actionfraud.police.uk

Support for Learning Disabilities

- Respond: www.respond.org.uk
- Mencap: www.mencap.org.uk

Domestic Abuse

- Refuge: www.refuge.org.uk
- Women's Aid: www.womensaid.org.uk
- Men's Advice Line: www.mensadviceline.org.uk
- Mankind: www.mankindcounselling.org.uk

Honour Based Abuse

- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage

Sexual Abuse and CSE

- Lucy Faithfull Foundation: www.lucyfaithfull.org.uk
- Stop it Now!: www.stopitnow.org.uk
- Parents Protect: www.parentsprotect.co.uk
- CEOP: www.ceop.police.uk
- Marie Collins Foundation: www.mariecollinsfoundation.org.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

Online Safety

- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk
- Parents Info: www.parentinfo.org
- Internet Matters: www.internetmatters.org
- Net Aware: www.net-aware.org.uk
- Parent Port: www.parentport.org.uk
- Get safe Online: www.getsafeonline.org

Radicalisation and hate

- Educate against Hate: www.educateagainsthate.com
- Counter Terrorism Internet Referral Unit: www.gov.uk/report-terrorism
- True Vision: www.report-it.org.uk

List of associated policies:

- Abusive parents' policy
- Anti-bullying policy
- Behaviour management policy
- Complaints policy
- Confidentiality policy
- Data protection policy
- E-safety policy
- Intimate care policy
- Lone working policy
- Mobile phone policy
- Prevent Duty
- Safer recruitment policy
- Safeguarding Code of Conduct
- Wellbeing policy
- Whistleblowing policy
- Working in partnership with parents

Related Safeguarding Policies

Zero tolerance policy

Anti-bullying policy

Self – regulation and positive behaviour

Complaints policy

Confidentiality policy

GDPR and Record Retention Policy

E-safety policy

Intimate care policy

Lone working policy

Mobile phone policy

Safer recruitment policy

Staff Code of Conduct

Wellbeing policy

Whistleblowing policy

Working in partnership with parents