

Plymouth Nursery Schools Federation

SCHOOL CHILD PROTECTION AND SAFEGUARDING POLICY



This was developed using the Plymouth City Council model safeguarding policy and was last reviewed on 31st January 2024.

Key Designated Safeguarding Contacts

The Federation Designated Safeguarding Lead is: Heidi Price (Chief Executive Officer)

The name of the Deputy Designated Safeguarding Leads are:

Cross-Federation: Stephen Martin (Head of School)

Ham Drive: Emma Forsyth (Assistant Chief Executive Officer) and Toni Edwards (Day Care Manager)

Plym Bridge: Jay Whaley (Day Care Manager)

The link Nominated Safeguarding Governors are: Linsey Parker and Victoria Cooper

The Designated Teacher for Looked After Children is: Stephen Martin

Other Useful contacts:

Local Authority Designated Officer

Jane Parmenter

Tel: 01752 306340

Email: LADO@plymouth.gov.uk

Plymouth MASH Team

Tel: 01752 668000

Out of Hours Tel: 01752 346984

Email: MASH@plymouth.gov.uk

PREVENT

Tel: 01392 226514

Immediate threat Tel: 999

Email: prevent@devonandcornwall.pnn.police.uk

NSPCC Helpline 24/7

Tel: 0808 800 5000

Email: help@nspcc.org.uk

Operation Encompass

Tel: 0845 605 116

centralsafeguardingteam@devonandcornwall.pnn.police.uk

CARA (Child at Risk Alert)

Tel: 01752 307160 or 01752 307194

Community Connections (18+)

Tel: 01752 304440

Anti-terrorist hotline

Tel: 0800 789 321

The Forced Marriage Unit

Tel: 020 7008 0151

Email: fmu@fco.gov.uk

The UK Safer Internet Centre

Tel: 0344 381 4772

Email: helpline@saferinternet.org.uk

1. Policy Statement and Commitment

Plymouth Nursery Schools Federation recognises its moral and statutory responsibility to safeguard and promote the welfare of all children and we will provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. This will be underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are listened to. We recognise that all staff have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. We will ensure that all adults who have contact with children in our school have been properly vetted and deemed suitable to work and support children in our care/charge. We will also ensure that all adults who have contact with children in our school have been trained to undertake their safeguarding responsibilities effectively. We maintain an attitude that 'it could happen here' where safeguarding is concerned.

2. Purpose

The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care/charge.

3. Definitions

Within this document:

Safeguarding and promoting the welfare of children is defined for the purposes as:

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

Child Protection is an aspect of safeguarding but is focussed on how we respond to children who have suffered significantly harm or are likely to suffer significant harm.

The term **Staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

Child or Children refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; 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 types of abuse are contained within Appendix 1 to this policy document.

4. Principles and Values

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

All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.

5. Aims

The aims of this policy are to:

- Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities.
- Ensure consistent good practice across the school.
- Demonstrate our commitment to protecting children.
- Support the child's development in ways that will foster security, confidence and resilience.
- Provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support plans for those children.
- Acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils.
- Develop a structured procedure within the school that will be followed by all members of the school community in cases of suspected abuse.
- Develop effective working relationships with all other agencies involved in safeguarding children.
- Ensure that all adults within our school who have access to children have been checked as to their suitability. This includes agency staff and other community users of our facilities.

6. Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1989 and in line with government publications, local guidance and procedures including:-

- 'Working Together to Safeguard Children' December 2023
- 'What To Do If You Are Worried a Child Is Being Abused' March 2015
- 'Keeping Children Safe in Education Guidance' September 2023
- 'South West Child Protection Procedures' <https://www.proceduresonline.com/swcpp/>

7. Procedures

Our school procedures for safeguarding children will be in line with the Plymouth and Torbay Safeguarding Children Partnership (PTSCP) Multi-Agency Child Protection Procedures (www.swcpp.org.uk).

We will ensure that:

- the governing body understands and fulfils its safeguarding responsibilities;
- there is a Designated Safeguarding Lead and a Deputy Designated Safeguarding Lead, who have undertaken role specific training, and also multi agency Child Protection Awareness Training, delivered through the PTSCP. Both staff members will undertake other training as recommended by the PTSCP every two years;
- all staff will receive appropriate safeguarding and child protection training in order to develop their understanding of child protection and, in particular, the signs and indicators of abuse, that is regularly updated (at least every three years). In addition, all staff will receive safeguarding and child protection updates (for example via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- all staff will receive training on preventing radicalisation and extremism as part of the PREVENT duty;
- all staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, 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;
- all staff are aware of the process for making referrals to Children, Young People and Families Services and for statutory assessments under the Children Act 1989, that may follow a referral, along with the role they may be expected to play in such assessments;
- all staff know how to respond to a pupil who discloses abuse, and the procedure to be followed in sharing, appropriately, a concern of possible abuse or a disclosure of abuse;
- all parents are made aware of the school's responsibilities in regard to child protection procedures, through publication of the school's Child Protection and Safeguarding Policy, and we will make reference to it in our prospectus/brochure and home school agreement;
- our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
- community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures;
- our recruitment and selection policy/code of practice includes all appropriate checks on staff suitability including Disclosure and Barring Service checks. A minimum of two individuals have completed Safer Recruitment Training (e.g. Chief Executive Officer, Member of School

Leadership Team or a nominated Governor) and we will ensure that at least one trained individual participates in all recruitment within the school;

- the name of any member of staff considered not suitable to work with children (and the rationale for this decision) will be notified to the Disclosure and Barring Service and/or the relevant Government Department/Agency (where appropriate), depending on the nature of the concern, with the advice and support of the school's Human Resources Provider and/or the Local Authority Designated Officer;
- all relevant staff, visiting officers etc. have been vetted in accordance with the 'Childcare Disqualification Requirements' and 'Disqualification by Association' statutory guidance, and been deemed suitable for working with the relevant age range of children within the school;
- the name of the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Nominated Safeguarding Governor will be clearly displayed in the school and on our website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- all staff (including those from a supply agency) new to our school, will be given or directed to a copy of the Child Protection and Safeguarding Policy, the booklet "What To Do if You're Worried A Child is Being Abused", and the name and contact details of the Designated Safeguarding Lead will be explained as part of their induction into the school. In addition, all such staff will be made aware of the 'Guidance for Safer Working Practice for Adults who work with Children and Young People', available for reference within the school;
- our child protection procedures will be reviewed annually and up-dated as necessary.

8. Responsibilities

We understand that our responsibility to safeguard children requires that we all share appropriately any concerns (as soon as it is suspected or known) that we may have about children. The first point of contact is the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead, in their absence. Where there are no Designated Safeguarding Leads available, staff are directed to a member of the School Leadership Team, to avoid any undue delay in making a referral. All members of the School Leadership Team are fully trained in how to manage a safeguarding concern in the absence of a Designated Safeguarding Lead or their Deputy. The Designated Safeguarding Lead will inform the Chief Executive Officer of the referral. If any staff member is involved, the report is made to the Chief Executive Officer. If the Chief Executive Officer is involved then the Chair of Governors should be informed.

The Designated Safeguarding Lead is a member of the School Leadership Team and is responsible for:-

- ensuring that a child's details are referred by telephone to Children, Young People and Families Services if there are concerns about his/her welfare, possible abuse or neglect. A written record of the referral will be faxed/posted/emailed to Children, Young People and Families Services, using the multi-agency referral form, as soon as possible within the school day;
- ensuring that written records of concerns about a child are kept, even if there is no need to make an immediate referral;
- ensuring that all such records are kept, confidentially and securely, and are separate from general pupil records, with a front sheet (in chronological order) listing significant events in the life of the child;

- ensuring that an indication of further record-keeping (e.g. a separate child protection file) is marked on the general pupil records;
- acting as a focal point for staff to discuss concerns (including signposting to pastoral support services if required by staff) and liaising with other agencies and professionals;
- attending (or delegating this requirement to another appropriately informed member of staff) Early Help Assessment and Plan (EHAP) meetings; case conferences; family support meetings; core groups; allegations management strategy meetings or other multi-agency planning meetings, contributing to the Framework for Assessment Process, and providing a report (when required) which has been shared with the parents;
- ensuring that any pupil currently with a child protection plan, who is absent without explanation for two days, is referred to their key worker in Children, Young People and Families Services;
- ensuring that all staff are aware of this policy and know how to recognise and refer any concerns;
- providing, with the Chief Executive Officer, an annual report for the governing body, including any changes to the policy and procedures; child protection training undertaken by the Designated Safeguarding Lead, their Deputy and by all other staff and governors; relevant curricular issues, number and type of incidents/cases, and number of children referred to Children, Young People and Families Services, allegations against staff and numbers of children subject to child protection plans (anonymised);
- keeping up to date with knowledge to enable them to fulfil their role, including attending relevant training provided by the PTSCP, or the Local Authority.

Should this school make the decision to combine the roles of Designated Safeguarding Lead and SENCO, cases and concerns will be discussed regularly with the Senior Leadership Team and formally recorded.

Full details of the role of the Designated Safeguarding Lead can be found in Annex B within the Keeping Children Safe in Education Guidance: September 2022.

9. Supporting Children

We recognise that a child who is abused, who witnesses violence, or who lives in a violent environment, may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child, in these circumstances, may range from that which is perceived to be normal, too aggressive or being withdrawn.

Our school will support all pupils by:

- encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum;
- promoting a caring, safe and positive environment within the school;

- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- notifying Children, Young People and Families Services as soon as there is a significant concern;
- ensuring that a named teacher is designated with responsibility for the attainment, progress and welfare of all Looked After Children (LAC) within the school and that an up to date list of LAC is regularly reviewed and updated. The Virtual School for Children and Young People in care, within the Local Authority, will be made aware of all LAC in the school (including those enrolled from other local authorities);
- ensuring that the named teacher for LAC provides relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- providing continuing support to a pupil (about whom there have been concerns) who leaves the school, by ensuring that such concerns and school medical records are forwarded under confidential cover to the Chief Executive Officer at the pupil's new school as a matter of urgency.

10. Confidentiality

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

The Head of School or Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff on a need to know basis only.

All staff will be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff will be aware that they cannot promise a child to keep secrets which might compromise the child's own safety or well-being, or that of another child.

We will always undertake to share our intention to refer a child to Children, Young People and Families Services with their parents/carers consent unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Children, Young People and Families Services.

11. Supporting Staff

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties and concerns with the Designated Safeguarding Lead and to seek further support where necessary. This could be provided by, for example, the Chief Executive Officer, Occupational Health and/or a teacher/trade union representative as appropriate.

Staff will have access to advice on the boundaries of appropriate behaviour. The “Guidance for Safer Working Practice for Adults who work with Children and Young People” provides advice on this and the circumstances which should be avoided, in order to limit complaints against staff of abuse of trust, and/or allegations of abuse. These matters form part of staff induction and are referred to in the staff handbook.

We recognise that designated staff should have access to support in the same way as all staff above. In addition they will be encouraged to engage in appropriate workshops, courses or meetings as organised or arranged through the Local Authority or other recognised body.

12. Allegations against staff

All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Further information around these matters can be found in the ‘Guidance for Safer Working Practices for Adults who work with Children and Young People’).

All staff should be aware of the Whole School Positive Behaviour Policy, and the Allegations of Abuse by Staff policy. This policy contains guidance on both serious and low-level allegations, and can be found in the online policies folder.

We understand that a pupil may make an allegation against a member of staff.

- If such an allegation is made, the member of staff receiving the allegation will immediately inform the Chief Executive Officer or the most senior teacher if the Chief Executive Officer is not present.
- The Chief Executive Officer/senior teacher on all such occasions will immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO) and follow the process for managing the concern laid down in the South West Child Protection Procedures (www.swcpp.org.uk) and the School’s Managing Allegations Policy.
- If the allegation made to a member of staff concerns the Chief Executive Officer, the person receiving the allegation will immediately inform the Chair of Governors, who will consult the LADO as above, without notifying the Chief Executive Officer first. Where the Chair of Governors cannot be contacted, the LADO should be contacted, immediately, for advice.
- In all occasions identified above, the school will follow the South West Child Protection Procedures and the School’s Managing Allegations Policy for managing allegations against staff and volunteers, a copy of which can be found in the Policies folder in the school offices.
- Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and we will consult with the LADO and our HR Provider in making this decision.
- In line with this policy and other school procedures for incident reporting/recording, staff and pupils may provide accounts of events that will be stored under our own secure systems and

may be produced in the event of any allegation. We recognise that such accounts must not constitute an official statement and the reporting person must not be questioned over their disclosure at this stage. All such accounts will be hand written by the individual completing the report, signed and dated, with the full name of the writer clearly visible on the document.

- Our lettings agreement, for other users of school premises, requires that the organiser will manage the suspension of adults, where necessary, from the relevant school site.

13. Abuse of Position of Trust

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

Staff understand that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where the person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil under age 18 may be a criminal offence, even if that pupil is over the age of consent.

14. Whistleblowing

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

All staff are aware of their duty to raise concerns about the attitude or actions of colleagues or any other person working on the school site. If necessary, they should speak to the Designated 'Whistleblowing' Governor or the Local Authority Designated Officer within Children, Young People and Families Services for further advice and guidance. Full details of the school whistleblowing policy are available in the Policies folder in the school offices.

15. Physical Intervention/Positive Handling

Our policy on physical intervention/positive handling by staff is set out separately, as part of our Whole School Positive Behaviour Policy.

Such events should be recorded and signed by a witness or witnesses.

Staff that are likely to need to use physical intervention will be appropriately trained in accordance with agreed standards.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

All staff are made aware of the principles outlined in the Government's guidance on Use of Reasonable Force in Schools (July 2013) and will seek advice from a member of the Senior Leaderships Team if they are likely to encounter physical intervention as part of their role.

16. Anti-Bullying

The school's response to this is unequivocal.

The Head of School, Chief Executive Officer or Day Care Manager must be informed immediately and action will take place.

Although bullying in this school and with this age group of children is rare, the school always acts swiftly with a process of investigation, communication and action. Bullying behaviour will not be tolerated.

- There is a more detailed Anti-bullying Policy available from the school office which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

17. Equalities and Racial Tolerance

Within the School Prospectus there is a statement around "equalities/equal opportunities" which asserts that:

Plymouth Nursery Schools Federation operates a formal commitment to fairness and reducing inequalities. We will work hard to keep this promise even when we face challenges. If we do not do this, we will respond to concerns or complaints, and do our best to put things right and learn from this.

The school has a single "Equality Policy" that has a section on racial tolerance. This includes information about what the school, through education, challenge and discussion, will do to ensure incidents do not happen.

Racism is tackled in PSED curriculum. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

18. Racist Incidents

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Racism is tackled in the PSED curriculum. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that racial tolerance is at the forefront of everything we do.

19. Domestic Abuse

Our response on Domestic Abuse is set out in the Child Protection guidance from the PTSCP (please see www.swcpp.org.uk and search 'domestic abuse'). It recognises that exposure to domestic abuse can have a serious impact on a child's development and emotional well-being and acknowledges that staff, themselves, can be victims or perpetrators of domestic abuse.

20. General Prevention of Harm

We recognise that the school plays a significant part in the prevention of harm to our pupils by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will:

- establish and maintain an ethos, that is understood by all staff, that enables children to feel safe and secure and encourages them to talk, knowing that they will be listened to;
- ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;
- provide opportunities across the curriculum, including PSHE, that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

21. Health & Safety

Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children, both physically within the school environment, and when away from the school, when undertaking school trips and visits.

The Chief Executive Officer, with the site supervisor and a nominated school governor with responsibility for health and safety oversee the policy and 'Person in Control (PIC)' log book. Any concerns from staff or children are reported to any of these individuals and the site supervisor carries out an initial examination, assessing what remedial action needs to take place.

Each term there is a fire drill; that practices the efficient evacuation from the school buildings.

The school conducts an annual fire risk assessment.

There is a critical incident plan that details what staff and parents should do in the case of emergencies.

22. First Aid

In the school, the following staff members are trained to oversee first aid:

HDNS: In school the following members of staff are trained to oversee first aid:

Janet Pinkerton, Debbie Morrison, Jo Martin, Toni Edwards.

First aid kits are situated around the school in the following locations:

Day Care Bathroom

Staff toilet

School Kitchen

PBNS: The following members of staff are trained to oversee first aid:

Shellie Dare, Chloe Langton, Natasha Murphy, Hayley Pritchard, Hayley Hensman, Jay Whaley.

First Aid kits are situated around the school in the following locations:

Nursery School First Aid Cupboard

Day Care First Aid Cupboard

Children's Centre Baby Change Facility (Outside Playroom).

When a child is unwell, or has suffered an accident in school, or on the school grounds, the following steps are followed:

Step 1: A trained first aider is immediately called to provide assistance and advice.

Step 2: The incident/accident is logged in the incident/accident register.

Step 3: The parent is notified of the incident/accident as soon as necessary.

Step 4: The Local Authority Health and Safety Team and/or the Health and Safety Executive are notified of the incident/accident where there is a statutory duty to do so.

23. Supporting Pupils in School with Medical Conditions

The school will ensure that relevant staff are trained to administer medicines. Further information and guidance can be found in the setting's Supporting Children with Medical Needs policy.

24. Site Security

Plymouth Nursery Schools' Federation aims to provide a secure school site and recognises that the site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the

rules that govern it. It is recognised that laxity can cause potential problems to safeguarding and so the school ensures that:

- gates are locked except at the start and end of each day;
- gates are kept closed to prevent intrusion;
- whenever possible visitors and volunteers only enter through the main pedestrian entrance and must sign in at the office;
- children are only allowed home with adults/carers with parental responsibility or confirmed permission has been received in advance and who are able to give the correct password;
- empty classrooms have closed windows;
- children are not allowed to leave school alone during school working hours and, if collected by an adult (whose responsibility for the child has been confirmed beforehand), signed out;
- should a child leave the school premises, without permission, then staff have been informed never to chase after a child, but rather to report immediately to the school office. Parents and Police will then be immediately informed of the circumstances;
- at break and lunchtimes, staff are on duty to provide a presence at dedicated key points on the school site.

25. Self-Harm

This school is committed to supporting children who self-harm or attempt to self-harm and our full response/commitment is laid out in a separate 'Managing Self Harm Policy' document available on the school website.

Self-harm is any self-injurious behaviour where the intent is to deliberately cause harm to one's own body or suicidal thoughts or actions.

This Managing Self Harm Policy document describes the school's approach to self-harm and is intended as guidance for all staff.

The Managing Self Harm Policy aims to:

- increase understanding and awareness of self-harm;
- alert staff to warning signs and risk factors;
- provide support to staff dealing with students who self-harm;
- provide support to students who self-harm and their peers and parents/carers.

26. Preventing Radicalisation

The Counter Terrorism and Security Act 2015 "places a duty on specified authorities, including local authorities and childcare, education and other children's services providers to have due regard to the need to prevent people from being drawn into terrorism ('the Prevent duty'). The Counter Terrorism and Security Act 2015 also places a duty on local authorities to ensure 'Channel' panels are in place. Panels will assess the extent to which identified individuals are vulnerable to being drawn into

terrorism. Schools and Colleges are listed in the Act as “partners of the panel”. The Act requires partners (such as Schools and Colleges) of Channel panels to cooperate with the panel in carrying out its functions and with the Police in undertaking the initial assessment as to whether a referral is appropriate.

Channel is a programme which focuses on providing support at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals, if they are concerned that an individual might be vulnerable to radicalisation. It should be noted that an individual’s engagement with the programme is entirely voluntary at all stages. Our school staff understand when it is appropriate to make a referral to the Channel programme.

This school is committed to working with the local authority, Police and the Channel Panel to maintain a safe learning environment for children and young people in our care/charge. Wherever possible, preventing radicalisation will be promoted through both the curriculum and all other school related activities.

This school will help build pupils’ resilience to radicalisation by promoting fundamental British values (as set out in DfE documentation ‘Promoting Fundamental British Values’ 2014) and enabling them to challenge extremist views. It is important to emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, the school will provide a safe space in which children, young people and staff can understand the risks associated with radicalisation (that can lead to terrorism) and develop the knowledge and skills to be able to challenge extremist arguments.

The statutory guidance makes clear that schools are expected to assess the risk of children being drawn into radicalisation (that can lead to terrorism), including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the local area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

The general risks affecting children and young people may vary from area to area, and according to their age. This school is in an important position to identify risks within the local context. It is important that the school understands any particular risks so that it can respond in an appropriate and proportionate way. In addition, the school continues to be aware of the increased risk of online radicalisation, as terrorist organisations seek to radicalise young people through the use of social media and the internet. The School is able to obtain contextual information around these matters from both the local authority and the Police to help understand such risks in the area.

It is recognised that there is no single way of identifying an individual who is likely to be susceptible to radicalisation (including terrorist ideology, political or religious cause). As with managing other safeguarding risks, staff will be alert to changes in children’s behaviour that could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Our school staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers to carry out

unnecessary intrusion into family life but, as with any other safeguarding risk, they will take action when they observe behaviour of concern.

27. Female Genital Mutilation (FGM)

The Female Genital Mutilation Act (as inserted by Section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and health professionals, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under age 18.

This school will ensure that all relevant staff working in the school receive appropriate training to understand and/or recognise when FGM may be likely to happen or has happened.

This school will ensure that where all relevant staff working in the school discover that an act of FGM appears to have been carried out, the Schools' Designated Safeguarding Lead will be notified and the matter reported to the Police immediately.

This school will ensure that where all relevant staff working in the school suspect that an act of FGM may be undertaken, the matter will be discussed with the Schools' Designated Safeguarding Lead who will involve Children, Young People and Families Services as appropriate.

This school recognises that it will be rare to see visual evidence that an act of FGM has taken place and that it should not be examining pupils but the definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom the mandatory duty applies.

28. Modern Slavery and Human Trafficking

Definition of Slavery, servitude and forced or compulsory labour:

All work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered him or herself voluntarily. Slavery servitude and forced or compulsory labour may also be present in trafficking cases. However a person under this definition may not have been trafficked also.

Definition of Human Trafficking:

The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person. Exploitation shall include, at a minimum, the exploitation or the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Human trafficking consists of 3 components:

Action	Recruitment, transportation, transfer, harbouring or receipt, which includes an element of movement whether national or cross border.
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Means	Threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability.
Exploitation	Sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoptions, removal of organs.

29. Safer Recruitment and Selection

This school pays full regard to current government guidance 'Keeping Children Safe in Education' September 2023. We will ensure that all appropriate measures are applied in relation to everyone who works in the school, who is likely to be perceived by the children as a safe and trustworthy adult, including staff, volunteers, those employed/engaged by contractors and governors.

Best safer recruitment practices include scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history, carrying out online checks and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and, where appropriate, undertaking Disclosure and Barring Service (DBS) Children's Barring List checks, full Enhanced DBS checks, Prohibition Order and s.128 checks (where necessary), Childcare Disqualification Order checks (where necessary) and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- an Enhanced DBS Disclosure check (with or without a Children's Barring List check in accordance with 'regulated activity' requirements and statutory guidance) will be obtained for all new appointments to our school workplace (including volunteers, where appropriate);
- this school is committed to keeping an up to date single central record detailing a range of pre-employment checks carried out on our staff, volunteers and governors;
- all new appointments to our school workforce from overseas or UK nationals, who have lived or worked outside of the UK for more than 3 months, will be subject to additional checks as appropriate (e.g. Certificate of Good Conduct);
- our school ensures that supply staff have undergone the necessary checks (including online searches) and will be made aware of this policy;
- identity/right to work in the UK checks will be carried out on all appointments to our school workforce before the appointment is confirmed.

Any job advertisement will make clear the school's commitment to safeguarding and promoting the welfare of children, whether or not the role is exempt from the Rehabilitation of Offenders Act 1974, the amendments of the Exceptions Order 1975, 2013 and 2020. If the role is exempt, the advert will make clear that certain spent convictions and cautions are 'protected', so they do not need to be disclosed.

The school will only accept copies of a curriculum vitae (CV) alongside an application form. A CV alone will not be sufficient as it will not provide the necessary information required for safer recruitment. The application form will make clear that it is an offence to apply for a role which involves engaging in

regulated activity relevant to children if the applicant is barred from engaging in regulated activity relevant to children. A link or a copy of the school's Child Protection and Safeguarding policy will be included in the application pack.

The school maintains a single central record of recruitment checks undertaken. All information relating applicants will be recorded and stored in accordance with the General Data Protection Regulations (GDPR). As part of the shortlisting process, the school will consider carrying out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online.

Volunteers, including governors will undergo checks commensurate with their work in the school, their contact with students and the supervision provided to them. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised. Section 128 checks will be carried out on all members, trustees and governors who sit on committees. DBS checks for volunteers are free of charge, however, should the school use an external agency to carry out the checks, there may be an administration charge.

The following staff have undertaken and completed Safer Recruitment training and one of these staff members will be in attendance at interview for all staff and volunteer appointments:-

CEO: **Heidi Price**

Head of School: **Stephen Martin**

School Governor: **Robert Owens**

Safer working practices ensure that children are kept safe and that all staff:

- are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- work in an open and transparent way;
- work with other colleagues, where possible, in situations open to question;
- discuss and/or take advice from school management over any incident which may give rise to concern;
- record any incident or decisions made;
- apply the same professional standards regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity;
- are aware of the confidentiality policy;
- are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Our school Recruitment and Selection Policy/Code of Practice, set out in a separate document, explains the schools' commitment to safer recruitment practices both pre and post-employment.

30. The Design of the Curriculum

The curriculum deals with safeguarding in two ways.

Firstly, in areas of Learning Development such as Personal, Social and Emotional Development relevant discussions around related issues take place with the children. Topics include such themes as Relationships, Stranger Danger, and e-safety issues. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in Physical Development and outdoor play and in Designing and Making activities.

Appropriate staffing levels will be maintained, at all times, when the curriculum is being delivered within and outside of the school site.

Appropriate and agreed pupil/adult ratios will always be maintained.

The lead adult (the School Educational Visits Coordinator) will always risk assess visits and trips to ensure children are safeguarded and protected from harm before the event is finally authorised by the Chief Executive Officer.

Visiting speakers, with correct clearance and/or constant supervision are welcome into school so that they can give specialist knowledge to the children.

31. Internet/Online Safety

The school Internet/Online Safety Policy set out in a separate document states that children are encouraged to use the internet in a safe way.

Parents will be asked to give permission for their children to use the internet on entry to the school.

Parents, children and staff must sign an appropriate usage form to ensure that they understand the risks and sanctions relating to misuse of the IT system in and beyond the school. If staff know of misuse, either by a teacher, other staff member, volunteer or child, the issue must be reported to the Chief Executive Officer without delay.

The Chief Executive Officer has overall responsibility for internet safety and will have access to all email addresses provided.

The school follows guidelines for Internet use/Online safety laid down by a range of organisations including the South West Grid for Learning, the Local Authority, Plymouth and Torbay Safeguarding Children Partnership and in its Acceptable Use Policy.

The school will ensure that:

- All staff have appropriate online safety training which includes an understand of the expectations, applicable roles and responsibilities in relation to filtering and monitoring;

- software is in place to minimise access and to highlight any person accessing inappropriate sites or information on school networks;
- pupils will be encouraged to discuss, openly, their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the Designated Safeguarding Lead should be informed immediately);
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc;
- pupils adhere to the school policy on mobile phones;
- training is provided to pupils, staff and volunteers on e-safety matters where necessary.

31.1 Filtering and Monitoring

SLT are responsible for:

- Procuring filtering and monitoring systems
- Documenting decisions on what is blocked or allowed and why
- Reviewing the effectiveness of provision
- Overseeing reports
- Ensuring staff understand their role with filtering and monitoring and are appropriately trained to understand systems. For instance, staff should have an awareness of what school has in place, an awareness of what filtering and monitoring should achieve, what should be blocked and how to raise concerns about the system.
- Following policy and procedure
- Acting on reports and concerns

The governing body will:

- Assign a member of SLT and a Governor to be responsible for ensuring that filtering and monitoring standards are met.

32. Inclusion Opportunities

Within the School Prospectus there is a statement around “Inclusion Opportunities” that asserts:

“At **Plymouth Nursery Schools Federation** we welcome all children. Where a child has a recognised disability we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school”.

33. Whole School Behaviour Policy

The full, Whole School Behaviour Policy is set out in a separate document.

Good behaviour is essential in any community and at Plymouth Nursery Schools Federation we have high expectations in this area. The schools have Behaviour Policies that are shared with parents and must be adhered to by all children. A copy is available from the school office. Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children including:

- stickers
- showing another member of staff good work
- highlighting a child's achievements at group time

The sanctions used include:

- being asked to apologise to another child
- being taken from an activity
- being given an appropriate period of 'time out'

Staff are discouraged from handling children but where they deem it the safest thing to do, after exhausting all other de-escalation strategies, guidance and training has been given on safe methods of restraining a child so that they do not harm either themselves or others.

The Whole School Behaviour Policy includes the procedures to be followed when there is peer on peer abuse such as sexual violence and harassment, and sexting (also known as youth produced sexual imagery).

34. Photographing and Videoing of Children in School

At **Plymouth Nursery Schools Federation** we have taken a sensible and balanced approach to photographing and videoing children on the school site. We have a formal policy regarding "taking photographs and video images of children" and a copy of the document is available from the school website.

Taking photographs and video images of children's achievements and activities is a wonderful way of capturing a memory and promoting successes. The policy document explains, in detail, the school's requirement to obtain parental permission (where necessary) while taking such images and the safeguards in place to ensure anonymity (wherever possible) in their usage.

35. Children Missing Education

All school age children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

This school recognises that a child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. As a result, we will follow the 'Children Missing Education' (CME) Policy for Plymouth which sets out the joint responsibilities of all agencies, all staff in schools, the Local Authority and the Plymouth and Torbay Safeguarding Children Partnership in ensuring that all children and young people have the opportunity to access appropriate and suitable education provision. This CME policy document has been developed in accordance with the provisions of the 'Children Missing Education' Statutory Guidance (September 2016) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. This will help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in the future.

This school recognises that we have a safeguarding duty in respect of our pupils to investigate any unexplained absences.

When considering the absence of a pupil or repeat absence, staff in this school are alert to signs to look out for and the individual triggers to be aware of when considering the potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage.

In accordance with its statutory duty, this school will always:

- monitor pupil's attendance through our daily register;
- inform the local authority Inclusion and Attendance Manager of the details of pupils who fail to attend regularly, or who have missed ten school days or more without permission.
- notify the local authority when we are about to remove a statutory school age pupil's name from the school admission register;
- make reasonable enquiries to establish the whereabouts of the child, jointly with the local authority, before deleting the pupil's name from the register;
- notify the local authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point;
- make reasonable enquiries to establish the whereabouts of a child who has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days or more without permission, before removing them from the admissions register. Removal from the register in these circumstances will only happen if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause; and
- Arrange full-time education for excluded pupils from the sixth school day of a fixed period exclusion.

36. Recognising Abuse

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Mental health problems can be an indicator that a child is suffering from abuse, neglect or exploitation. Whilst staff are unable to make a mental health diagnosis, they are in a good position to identify those who may be experiencing a mental health problem.

Staff should ensure that they speak to their DSL should they have a concern about a child's mental health.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Where children have experienced abuse or neglect or other traumatic adverse childhood experiences (ACE's), this can have a lasting impact throughout their childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

Abuse may be committed by adult men or women and by other children and young people.

Keeping Children Safe in Education (DfE 2023) refers to four categories:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

These are set out at Appendix One along with indicators of abuse.

37. Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

The school culture and curriculum promotes positive mental health, wellbeing and resilience. Where there are concerns about a child's mental health the school works closely with external professionals to offer support and advice to children and their families.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff who have a mental health concern about a child, that may also be a safeguarding concern, will immediately report this to the designated safeguarding lead or a deputy.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or

wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

All staff in this school have received training to help them identify children who have either suffered child sexual exploitation or Child Criminal Exploitation and are aware that indicators of this form of abuse.

This school understands that Child Sexual Exploitation and Child Criminal Exploitation is a crime and where staff suspect this has or may have occurred, a referral will be made to Children, Young People and Families Services and/or the Police in accordance with local safeguarding procedures.

39. Honour Based Abuse

So-called 'honour based' abuse (HBA) is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. HBV manifests itself in a diverse range of ways with children and young people, including Female Genital Mutilation (see also section 27 above), forced marriage (i.e. one that is entered into without the full consent of one or both parties and where violence, threats or any other coercion is used to cause a person to enter into a marriage), physical assaults, kidnap, threats of violence and practices such as breast ironing. Such abuse can also occur when perpetrators perceive that a relative has shamed the family and/or community by breaking the 'honour' code.

HBA can be distinguished from other forms of abuse as it is often committed with some degree of approval and/or collusion from family and/or community members.

All forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such in this school.

This school understands that in addition to the physical risks that a child may suffer as a result of HBA, a child may also suffer significant emotional harm through the threats of violence or witnessing this directed at a sibling or other family member.

All staff in this school are aware that a child could be the victim of violence/abuse in the name of 'honour' for what an outside person may perceive to be a 'minor' issue.

Behaviours that could be seen to transgress concepts of 'honour' include:

- inappropriate make-up or dress;
- the existence of a boyfriend;
- rejecting a forced marriage;
- pregnancy outside of marriage;

- being a victim of rape;
- perceptions that the victim is gay/lesbian;
- inter-faith relationships (or same faith but different ethnicity);
- leaving a spouse or seeking divorce;
- kissing or intimacy in a public place.

This school recognises it is likely that awareness that a child is the victim of an honour based crime will only come to light after the commission of an assault of some kind. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear that their families will find out.

Where staff are unsure whether or not HBA has occurred or has the potential to occur, they will always seek the advice of the Designated Safeguarding Lead (or Deputy Designated Safeguarding Lead in their absence) in the first instance.

This school will ensure that any suspicion or disclosure of violence or abuse against a child in the name of 'honour' will be treated equally seriously as any other suspicion or disclosure or significant harm against a child and will activate local safeguarding procedures, reporting the matter directly to Children, Young People and Families Services and/or the Police accordingly.

40. Forced Marriage

This school is aware that forcing a person into a marriage is a crime in England and Wales.

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage (see also section 37 above).

All staff in this school are aware that any such threats can be physical or emotional and psychological, and that a lack of full and free consent can be where a person does not consent or where they cannot consent (e.g. if they have learning disabilities).

Staff are also aware that despite forced marriage being a crime in England and Wales, and the implications around full and free consent, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage and in this school, staff training has raised an awareness that indicators of forced marriage may include:

- request(s) for extended leave of absence and failure to return from visits to country of origin;
- fear about forthcoming school holidays;
- surveillance by siblings or cousins at school;
- decline in behaviour, engagement, performance or punctuality;
- poor exam results;
- being withdrawn from school by those with parental responsibility;
- removal from a day centre of a person with a physical or learning disability;
- not allowed to attend extra-curricular activities;
- sudden announcement of engagement to a stranger; and
- being prevented from going on to further/higher education.

Where staff have evidence or information to suggest that a person is being forced into marriage in accordance with the above definitions/explanations/examples, the matter will be reported directly to the Police and where necessary (i.e. the forced marriage involves a person under the age of 18) to Children, Young People and Families Services.

41. Serious Violence

Although It is unlikely that very young children will be involved with serious violent crime, all staff are aware of the indicators that may signal that siblings or other family members are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals/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 are aware of the reporting procedures and the measures in place to manage these risks.

42. Child on Child Abuse

All staff in this school are clear that children are capable of abusing their peers and understand the school policy and procedures with regard to child on child abuse. Detailed guidance around the school procedure for managing peer on peer abuse can be found in the Whole School Behaviour Policy.

Child on child abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age. Peer on peer abuse can manifest itself in many ways and this may include:

- sexual violence and harassment
- physical abuse such as hitting, shaking, biting, hair pulling, or otherwise causing physical harm
- sexting (also known as youth produced sexual imagery)
- sexual violence and sexual harassment
- 'upskirting'
- initiation/hazing type violence and rituals

Research suggests that girls and young women are more at risk of abusive behaviours perpetrated by their peers but it can also affect boys and young men, those with learning difficulties or disabilities, LGBTQ children and young people, and those who are from different communities.

It should be noted that situations where young people are forced or coerced into sexual activity by peers or associates can be related with gang / serious youth violence activity but that is not always the case. Peer influence or peer pressure is a major factor in the decisions made by young people to join groups. Many young people see it as a "way out" from their day to day life and feel a strong bond with their peers, one which they may be lacking at home.

Child on child abuse in this school will not be tolerated or passed off as "banter", "just having a laugh" or "part of growing up" and the school will take swift action to intervene where it occurs.

In this school we will use lessons and assemblies to help children understand, in an age appropriate way, what peer on peer abuse is and we will encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable.

43. Sexual Violence and Harassment

All staff in this school are aware of what constitutes sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

*Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent may be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

This school will always ensure that where a report of sexual violence and harassment is received, all victims will be reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence and harassment, and neither will a victim be made to feel ashamed of making a report.

In the context of child on child sexual harassment, all staff in this school are aware that we mean 'unwanted conduct of a sexual nature' that can occur both online and offline and is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments.
- sexual jokes or taunting.
- physical behaviour, such as brushing against someone, interfering with someone's clothes, or displaying pictures, photos or drawings of a sexual nature.

- online sexual harassment which may include non-consensual sharing of sexual images or videos; sexualised bullying; unwanted sexual comments and messages, including on social media; sexual exploitation, coercion and threats.

Sexting

Sexting is sometimes called 'youth produced sexual imagery'.

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. They can be sent using mobiles, tablets, smartphones, laptops or any other device that allows you to share media and messages.

Sexting may also be called 'trading nudes', 'dirties' and 'pic for pic'.

All staff in this school are aware that whilst some children may believe sexting is harmless, the creating or sharing of explicit images of a child is illegal, even if the person doing it is a child. A young person is breaking the law if they:

- take an explicit photo or video of themselves or a friend.
- share an explicit image or video of a child, even if it's shared between children of the same age.
- possess, download or store an explicit image or video of a child, even if the child gave their permission for it to be created.

All incidents of sexting or 'youth produced sexual imagery' are taken very seriously by the school. This school recognises that a young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is also likely they may have already tried to resolve the issue themselves.

All staff have received training around how to manage a report of sexual violence and harassment, and sexting/youth produced sexual imagery. This training has included:

- advising the victim what the next steps will be and who the report/disclosure may be passed to;
- recognising a child is likely to disclose to someone they trust;
- listening carefully to the child, being non-judgemental, being clear about boundaries and how the report/disclosure will be progressed, not asking leading questions and only prompting a child where necessary with open questions such as where, when, what etc;
- considering the best way to make a record of the report/disclosure;
- only recording the facts as the child presents them;
- where the report includes an online element, not to view or forward illegal images of a child;
- managing reports/disclosures with two members of staff present where this is possible; and
- informing the designated safeguarding lead or deputy as soon as practically possible if they are not involved in the initial reporting.
- Referring the matter to the Police and/or Children Young People and Families Services' where it is believed a criminal offence has been committed and/or the child is at risk.

44. Extra-Familial Harms

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

This school will ensure that any referral/discussion with Children Young People and Families Services will include as much extra-familial information as possible, to inform their assessment process and decision making.

45. Children with Special Educational Needs and Disabilities (SEND)

We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and staff in this school are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

We will not make assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

We recognise that children with SEND are more prone to peer group isolation than other children and that there is potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.

All staff are aware that there can be communication barriers and difficulties in overcoming these barriers where they exist.

This school will ensure that children with special educational needs and disabilities are provided with additional pastoral support when necessary, to ensure they feel safe and respected in the school community.

46. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social workers or members of the Police should have been vetted to work with children through their own organisation. When there is a planned visit to the school, the Chief Executive Officer will ensure that written confirmation has been received from the employing organisation that the said individual has been vetted through the DBS and deemed suitable to work with children.

When the said individuals make ad hoc or unplanned visits to the school, they will be accompanied by a DBS vetted staff member, at all times, and not allowed to have any unsupervised access to the

children until confirmation of their vetting status has been received. No examination/medical treatment of any child will be allowed unless the professional has suitable clearance prior to their visit.

It is recognised that in emergency situations, when the Police are called, perhaps to deal with an unruly pupil/adult, it may not always be possible to confirm their identity before access to the school site is allowed. The Chief Executive Officer will use their professional judgement to manage these situations effectively.

Any concerns or allegations about visiting professionals to the school, or volunteers, will follow the same LADO procedures as for staff directly employed by the school.

47. Safeguarding Information for Pupils

All pupils at the school are allocated a Keyperson whom they can talk to if they are concerned about something. The school is committed to ensuring that pupils are aware of any behaviour towards them that is not acceptable and know that they can talk to someone in the nursery if they are worried. Staff respect children's right to be heard and will ensure that they listen without prejudice to what children say, taking appropriate steps to ensure that children are safe from potential harm. Age appropriate learning resources and stories are used, when appropriate, to help children to understand how they can help to keep themselves safe.

48. Partnership working with Parents

This school shares a purpose with parents to educate, keep children safe from harm and promote their welfare.

We are committed to working with parents positively, openly and honestly.

We ensure that all parents are treated with respect, dignity and courtesy.

We respect parents' rights to privacy and confidentiality and will not share sensitive/personal information unless we have permission to do so or it is necessary to protect a child from harm or potential harm.

Plymouth Nursery Schools Federation will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to discuss any concerns they may have with the school.

We make parents aware of our Child Protection and Safeguarding Policy and parents are aware that they can view the policy on our school website.

49. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or

other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. Detailed information on ‘county lines’ can be found at:

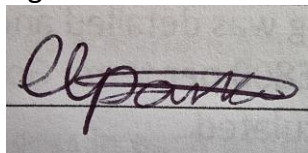
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

If practitioners are concerned that a child or family is involved in county lines then they would follow the setting’s internal safeguarding procedures and report their concerns to the DSL or DDSL. If there is a concern of imminent harm being caused to a child or adult then the practitioner will contact the police on 999 immediately.

50. Policy Review

The Governing Body of our school will review the Child Protection and Safeguarding Policy at least annually.

Signed:

A rectangular box containing a handwritten signature in black ink. The signature is cursive and appears to read 'Alp...' followed by some less legible characters. The signature is written over a horizontal line.

Chair of Governors

Date: 31st January 2024

Review September 2024

Types of Abuse and Neglect

All school 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.

Definition of the term Abuse

Abuse is 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 (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

Physical Abuse

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

Emotional Abuse

Emotional abuse is 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual Abuse

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 can take place online, and technology can be used to facilitate online 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.

Neglect

Neglect is 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 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.

Virtual Meeting Safety Guidance and Code of Conduct

Dear Parents / Carers,

As many of us get used to connecting with others and joining meetings virtually (e.g. being on video with a friend, family members or professionals in a meeting) it is worth taking a moment to think about what you are letting other people have access to when you do so and the potential risks involved.

There are many different video chatting platforms that you may be invited to join socially, such as House Party, WhatsApp, Google Meet but as Zoom & Microsoft Teams seem to be the favoured means in Plymouth by which schools are connecting with families for meetings, we have attached user safety guidance for these below.

Please take a moment to read the information sheet below about the virtual system you have been asked to use.

Regardless of which virtual meeting platform you join a video call with, there are a few things we can all do to safeguard our privacy:

- Make sure you and all your family members are appropriately dressed.
- Make sure you know how turn your camera and your microphone on and off to protect the privacy of others in your home.
- Make sure you do not share the log in and password details of the meeting with anyone else.
- Make sure everyone in the meeting agrees to pause the meeting / stop the conversation if anyone walks into any of the attendees rooms that is not invited.
- Make sure there is nothing visible in your background surroundings that gives information as to who is in your family, where you live, which school / early years setting your child(ren) attend. Be particularly mindful of school uniform, school / family photographs, mail and the view from your window of the road you live on.
- Make sure you know who the person in charge / responsible for the meeting is.

If there is something you want to say that you are uncomfortable about raising yourself, you can message someone you trust in the meeting and ask them to raise the point on your behalf. You can also use the message bar option to ask someone in the meeting to contact you separately if you are concerned or worried about something e.g. you have a safeguarding concern or you don't feel safe.

Please do not hesitate to speak to a member of staff if you would like further advice or support with your virtual meeting.