Model Child Protection and Safeguarding Policy Framework For Children in Childcare Settings

This document provides a framework on which to base your setting's safeguarding policy. It should be seen as a starting point for development to fit your setting's individual context. **You will need to add specific procedures that are relevant to your own setting.**

The Statutory Framework for the Early Years Foundation Stage 2017 para 3.6 states *" providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues".*

The policy should be:

- personalised to meet the needs of your setting
- reflective of the culture, ethos, resources and structures
- owned by all members of the setting
- fully implemented
- 'tested'
- A working document, subject to annual review or when changes in policy or procedures occur, whichever is soonest
- Linked to other relevant documents

Child Protection and Safeguarding Policy

PERSON RESPONSIBLE FOR POLICY:	***JACQUELINE PIAF***
APPROVED:	***14/09/18***
SIGNED:	*JACQUELINE PIAF*
TO BE REVIEWED:	***SEPTEMBER 2019***

At Willaston Pre-school the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	**Deputy Designated Safeguarding Lead**	**Safeguarding Owner / Committee Chair**
Jackie Herring	***Yvonne Williams***	**Diana Morrison 01270 651043**

The named personnel with Designated Responsibility regarding allegations against staff are:

Senior Manager	**Deputy Manager**	**Owner/ Committee (in the event of an allegation against the manager)**
Jacqueline Piaf	**Jackie Herring**	**Diana Morrison 01270 651043**

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INTRODUCTION:

SAFEGUARDING DEFINITION:

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

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

"Working Together to Safeguard Children" DfE 2018"

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.

RATIONALE:

This policy demonstrates Willaston Pre-school's commitment and compliance with safeguarding legislation.

Early years and childcare providers have a duty under section 39(1)(b) of the Childcare Act 2006 to comply with the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage (April 2017).

Early years and childcare providers must ensure that:

- staff complete safeguarding training that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect at the earliest opportunity and in a timely and appropriate way; and
- they have a practitioner who is designated to take lead responsibility for safeguarding children in every setting and who should liaise with local statutory children's services agencies and the LSCB as appropriate. This lead must complete child protection training.

Through their day-to-day contact with children and direct work with families, staff at our setting have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Children's Services (in Cheshire East or neighbouring authorities dependent upon the child's area of residence). This also involves understanding serious case reviews and how to improve practice to prevent children from falling through the gaps.

The setting works in accordance with 'Working together to Safeguard Children" 2018 and supports the Cheshire East Local Safeguarding Children Board (LSCB) Continuum of Need to ensure children receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the child' and the child's lived experience as evidenced by observations or information provided.

The management of the setting ensures the return of the LSCB Safeguarding Audit on a yearly basis.

PURPOSE:

The purpose of the policy is to ensure that:

- the welfare of the child is paramount.
- all children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- all staff have an equal responsibility to act on a suspicion or disclosure that may suggest a child is at risk of harm.
- children and staff involved in Safeguarding issues receive appropriate support.
- staff adhere to a Code of Conduct and understand what to do if a child discloses any allegations against colleagues, the Manager, Owner or member of the Committee.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, students, agency staff or anyone working on behalf of Willaston Pre-school .All staff are trained to understand the safeguarding policy and procedures and we ensure that their knowledge on safeguarding issues are kept up to date.

Our procedures are consistent with Cheshire East Local Safeguarding Children's Board (LSCB) child protection procedures.

TERMINOLOGY:

Safeguarding and promoting the welfare of children: refers to the process of 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 and taking action to enable all children to have the best life chances.

Setting: refers to all early years providers including, day nursery, pre-setting, playgroup, childminders and out of setting provision.

Child Protection: refers to the activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Staff: refers to employees, students and volunteers; it includes child-minding assistants or co-childminders working together in a child-minding setting

Parent: refers to birth parents and other adults who are in a parenting role: carers, step-parents, foster parents, and adoptive parents.

ChECS: refers to Cheshire East Consultation Service 0300 123 5012 (option 3)

LSCB: refers to Cheshire East Local Safeguarding Children Board

DOCUMENTATION USED TO SUPPORT THE POLICY:

Working Together to Safeguard Children 2018.pdf
"Statutory Framework for the Early Years Foundation Stage" (April 2017)
Keeping Children Safe in Education 2018
"What to do if you are worried a child is being abused" 2015

"Prevent Duty Guidance" 2015

SECTION 1: PREVENTION AND EARLY IDENTIFICATION: Including recognising and responding to safeguarding needs:

Children's understanding of how to keep themselves safe is promoted. They are supported in recognising and managing risks in different situations, including when using the internet and social media, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.

Prevention:

The setting has established an ethos where:

1.1 children feel secure in a safe environment in which they can learn and develop.

1.2 children are encouraged to talk and are actively listened to. Staffs consult, listen and respond appropriately to all children by building strong relationships through our key person and shared key person system.

1.3 clear risk assessments are in place and staff respond consistently to protect young babies and children whilst enabling them to take age-appropriate and reasonable risks as part of their growth and development.

1.4 children know that there are adults in the setting whom they can approach if worried or in difficulty.

1.5 consistent approaches are in place to promote positive behaviour that is appropriate for individual children's stages of development.

1.6 all adults recognise that safeguarding children is everyone's responsibility and are aware of the signs that children may be at risk of harm either within the setting or in the family or wider community outside the setting.

1.7 parents are partners in the setting and are encouraged to have an understanding of their obligations regarding Child Protection by intervention as and when appropriate

1.8 adequate signposting to external sources of support and advice is in place for staff, parents and children on the pre-school notice board.

1.9 there is always a Designated Safeguarding Lead (DSL) or Deputy DSL or manager in the setting who has the seniority and skills, undertakes appropriate Safeguarding training, and is given the time to carry out this important role.

1.10 there is a culture where staff are confident to challenge senior leaders over safeguarding concerns.

1.11 staff are aware of the DfE guidance contained in 'What to do if you are worried a child is being abused' – guidance for practitioners March 2015.

1.12 there is a commitment to the continuous development of staff with regard to safeguarding training.

1.13 the setting has procedures for dealing with allegations of abuse against any member of staff or adult on site, including an allegation of abuse against the DSL/Manager

1.14 the setting carries out an annual review of the Safeguarding policy and procedures, and an annual Safeguarding Audit – sharing this with the LSCB on request.

Early identification: recognising and responding to safeguarding needs:

All staff in the setting are trained to recognise and respond in a timely and appropriate way to the different signs of possible abuse and neglect. They are aware that these safeguarding issues may not directly involve the child in the setting but could be happening to their siblings or parents. They are also aware that some issues could be happening in the lives of staff members.

Any child may benefit from early help, but all staff in settings should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs including English as an additional language;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care
- is at risk of modern slavery, trafficking or exploitation
- is a privately fostered child"
- is a refugee

As a listening setting the staff would pick up on these issues and know how to identify respond to:

- neglect
- drug/substance/alcohol misuse by parents/carers
- child sexual exploitation / trafficked children
- extremism and radicalisation
- peer relationship abuse
- domestic abuse
- obesity/malnutrition
- on line grooming
- inappropriate behaviour displayed by staff, or any other person working with 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.
- bullying: including homophobic, racist, gender and disability.
- self-harm
- Female Genital Mutilation
- Forced Marriage

- unaccompanied asylum seeking children

Peer on peer abuse: Staff know that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff are clear on our procedures with regards to peer on peer abuse and do not take it any less seriously than adult abuse; we ensure that we apply the same thresholds.

Child Sexual Exploitation (CSE): involves exploitative situations, contexts and relationships where children receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. 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. All staff are alert to possible indicators and will raise concerns as appropriate. They are aware of the child-sexual-exploitation procedures including where to find it, how to complete it and what happens next.
We take a proactive approach to preventative work by providing staff access to a one minute guide, which identifies what to look for and the support agencies in our area to contact if we have any concerns. We also talk to the children about keeping safe using stories such as the underpants rule.

Honour Based Violence (HBV) including Forced Marriage (FM): awareness raising has taken place around Honour based violence and forced marriage; they are alert to possible indicators. They are aware that forced marriage is an entirely separate issue from arranged marriage; that it is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence and that HBV and FM can affect both young men and women. As a preventative measure the staff at Willaston Pre-school have ready access to training materials regarding all the different types of HBV and the signs to look for
As a setting we would never attempt to intervene directly; where this is suspected we would not speak to the parents before sharing our concerns with ChECS.

Female Genital Mutilation (FGM): Members of our setting community are alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They have been made aware that FGM typically takes place between birth and around 15 years old. Potential indicators that a child or young person may be at risk of FGM have been shared and the next steps have been identified, in that we take the same course of action as we would with any form of abuse; the Designated Lead plays a full part in the process of identification recording and reporting. We are mindful that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity is always shown when approaching the subject. Some of the staff have completed training courses on FGM and this is shared at staff meetings through discussions and looking at scenarios.

Breast Ironing: Staff have been made aware of an act of abuse performed on young girls (from around the age of 9 years old) in which their breasts are ironed, massaged and/or pounded, burned with heated objects or covered with an elastic belt to prevent or delay the

development of their breasts. Staff are clear that they would follow our usual procedure for recording and reporting this abuse where it is suspected.

Domestic abuse/violence: Willaston Pre-school believes that all children have the right to be safe at the setting and also in their own homes. We are aware that some children may be living in situations where they are directly or indirectly affected by incidents of domestic abuse or violence. Staff are alert to the indicators of abuse and we have a planned approach to supporting children in a proactive way. We do this by forming good relationships with the child through our key person system, listening to the child and being aware of any signs which may cause concern, by displaying posters for parents with contact numbers of support agencies in the local authority and by knowing who to contact if we have any concerns.

Prevent, Radicalisation and Extremism:

Willaston Pre-school adheres to the Prevent Duty Guidance, July 2015 following National Guidance 'Fundamental British Values in the Early Years' and actively promotes British Values within the setting. All staff are aware of the exploitation of vulnerable people, to involve them in terrorism or in an activity in support of terrorism; they are also aware that the normalisation of extreme views may make children vulnerable to future manipulation and exploitation. Staff are clear that this exploitation and radicalisation should be viewed as a safeguarding concern; therefore concerns need to be recorded and discussed with the DSL; with timely, appropriate action then being taken.

Responding to safeguarding concerns:

The setting will:

1.15 respond to concerns by developing effective links with relevant agencies and/or by consulting with Cheshire East Consultation Service (ChECS)

1.16 undertake appropriate discussion with parents prior to involvement with other agencies unless the circumstances prevent this

1.17 in particular, be alert to the potential need for early help for a child who is disabled and has specific additional needs and/or special educational needs

1.18 ensure that, where there are unmet needs, a CAF is initiated following the CE multi-agency practice standards 2016

1.19 send representatives to case conferences, core groups and Child Protection review meetings as requested

1.20 understand the need to be aware of child attendance at the setting and alert to patterns of absence that may indicate wider safeguarding concerns

1.21 notify any allocated Social Worker if there is an unexplained absence of a child on a Child Protection Plan or Child in Need Plan *(this should be done on the first day of absence)*

1.22 have a procedure in place in the event of a child going missing whilst in your care (i.e. lost child) see page 88 of our general policy document

follow the Cheshire East Bruising Protocol for non-mobile children: Pan Cheshire Bruising Protocol

1.24 Be aware of and promote safer sleep advice from the Lullaby Trust: Safer sleep for babies advice from The Lullaby Trust - The Lullaby Trust

1.25 acknowledge serious case review findings and share lessons learned with all staff

1.26 inform Cheshire East Consultation Service (ChECS) if we become aware of a Private Fostering arrangement. A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

Supporting children at risk:

The setting's ethos promotes a positive, supportive and secure environment, giving children a sense of being valued and listened to.

We will:

1.26 liaise with other appropriate agencies which support the child

1.27 recognise that children living in difficult home environments are vulnerable and are in need of support and protection

1.28 monitor child welfare, keeping accurate records and notifying appropriate agencies when necessary

1.29 ensure information is transferred safely and securely when a child with a Safeguarding File transfers to another setting/setting. Notifying key partners or social workers where a child leaves the setting (as appropriate).

Supporting a child who discloses abuse:

When a child discloses abuse we will:

- listen rather than directly question, remain calm
- never stop a child who is recalling significant events
- make a record of discussion to include time, place, persons present and what was said (child language – do not substitute words)
- advise you will have to pass the information on
- avoid coaching/prompting
- never take photographs of any injury
- allow time and provide a safe haven / quiet area for future support meetings
- at no time promise confidentiality to a child or adult

Roles and responsibilities of all staff members:

"*Providers must train all staff to understand their safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training made available by the provider must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way".*

Statutory Framework for the Early Years Foundation Stage

All staff will be alert to:

- significant changes in children's behaviour
- deterioration in children's general well-being
- unexplained bruising, marks or signs of abuse or neglect
- children's comments which give cause for concern
- any reasons to suspect neglect or abuse outside the setting for example in the child's home
- 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 setting will ensure that every member of staff and person working on behalf of the setting:

1.30 has an individual responsibility to refer Safeguarding (Child Protection) concerns to the DSL; and will be vigilant in identifying cases of abuse at the earliest opportunity.

1.31 knows how to support and respond to a child who discloses significant harm

1.32 is clear on the procedure to follow to report concerns of misconduct of any member of staff including the DSL or Manager.

1.33 is confident to challenge senior leaders over safeguarding concerns.

1.34 knows the name of the Designated Safeguarding Lead (DSL) and deputy DSL (in the absence of the DSL) and their role and responsibility.

1.35 will receive training at the point of induction and on an ongoing basis so that they know and understand the settings Safeguarding Policy and Procedures and know where they can be found. It is all staff's responsibility to read and ensure they understand the policy.

SECTION 2: THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

The role of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Lead

The DSL/deputy DSL will:

2.1 ensure that all staff, including new staff in the setting, know who their DSL/Deputy DSL is at all times.

2.2 ensure that all new staff and volunteers receive induction training on safeguarding children including the setting's safeguarding policy and procedures.

2.3. ensure that all staff receive regularly updated and refresher training on safeguarding issues including the setting's safeguarding policy and procedures.

2.4 raise awareness of the settings safeguarding policies, procedures and systems with parents and carers.

2.5 ensure policies and procedures are reviewed at least annually and are kept updated to reflect national policy, serious case reviews etc as required.

2.6 keep up to date with current safeguarding and child protection legislation

2.7 liaise with local statutory children's services agencies and with the LSCB. Refer to the timely support for families in ce guidance on thresholds of need

2.8 share child protection information with the DSL of any receiving setting or setting when children leave the setting and ensure safeguarding records are transferred securely.

2.9 develop effective links with relevant agencies and other practitioners and cooperate as required with their enquiries regarding safeguarding matters including cooperation with serious case reviews, attendance at -strategy meetings, initial and review child protection conferences, core group and child in need review meetings

2.10 ensure that consistent and effective record keeping systems are in place and guidelines are followed throughout the setting.

2.11 ensure that a system is in place to review incidents and observations to identify patterns of concern.

2.12 contribute to assessments and provide reports to initial and review conferences which have been shared with parents first.

Record keeping:

Willaston Pre-school will follow Cheshire East's safeguarding procedures with reference to Cheshire East LSCB "*Recording and reporting Guidance." September 2018.*

The Designated Safeguarding Lead /Deputy DSL ensure that:

2.12 Safeguarding information including Child Protection information is stored and handled in line with the principles of the Data Protection Act 2018 and General Data Protection Regulation (GDPR) 2018 ensuring that information is:

- used fairly and lawfully
- for limited, specifically stated purposes

- used in a way that is adequate, relevant and not excessive
- accurate
- kept for no longer than necessary
- handled according to people's data protection rights
- kept safe and secure.

2.13 Any concerns about a child will be recorded as soon as possible, but no later than the end of the working day. All records will provide a factual, evidence-based account. Timely, accurate recording of every episode/ incident/ concern/ activity/ actions will be made including telephone calls to other practitioners. Records will be signed, dated and where appropriate, witnessed.

2.14 The DSL will be aware of the collective impact of these records and take action to consult with ChECS where the nature and number of records creates a concern.

2.15 Hard copies of records or reports relating to Safeguarding and Child Protection concerns will be kept in a separate, confidential file, securely stored away from the child's main file. Authorisation to access these records will be controlled by the Designated Safeguarding Lead (DSL) / Manager.

2.16 In the case of a child protection referral, serious injury, or where serious concerns are raised, the DSL will immediately consult with Cheshire East Consultation Service (ChECS).

SECTION 3: PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN:

Safer recruitment and professional boundaries:

Our setting ensures that all appropriate measures are applied in relation to everyone who works in the setting who is likely to be perceived by the children as a safe and trustworthy adult.

We will ensure that:

3.1 all adults who are likely to have regular contact with children (including those living or working on the premises) are checked for their suitability. *(For childminders this includes ensuring that Ofsted is supplied with timely information about anyone over the age of 16 years on the premises in order to carry out these checks.*)

3.2 we operate safer recruitment practices including appropriate Disclosure and Barring Service (DBS) and barred list checks, reference checks, verifying identity, vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. This can be recorded on a Single Central Record.

3.3 all staff are required to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Disqualification by Association is only relevant where childcare is provided in a domestic setting (e.g. where child minding is provided in the home.) Disqualification by Association

3.4 we do not allow people whose suitability has not been checked to have unsupervised contact with children.

3.5 any volunteers are appropriately supervised at all times.

3.6 all staff have a copy of, and have read and understood, our safeguarding policy and procedures. They have up-to-date knowledge of safeguarding issues including knowing how to report concerns about a colleague's behaviour.

3.7 all staff adhere to a published code of conduct and other professional standards at all times, including activities out of hours. Staff are aware of social media / on-line conduct through our online safety policy (page 35 of our general policy document) and have signed to say they have read and agree to the terms

3.8 "practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice. Providers must ensure that those practitioners only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be securely stored, and out of reach of children at all times."*Para.3.19 Statutory Framework for the Early Years Foundation Stage 2017*

3.9 any disciplinary proceedings against staff related to Child Protection matters are concluded in full in accordance with Government guidance and Local procedures.

3.10 staff are given support and confidence to report misconduct.

Procedures for allegations against an adult working with children:

"Registered providers must inform Ofsted or their childminder agency of 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). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence*".*

Para.38. Statutory Framework for the Early Years Foundation Stage 2017

3.11 All staff are made aware of the procedures to be followed if there is an allegation against an adult working with children. The procedures are applied where there is a concern of any allegation 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).

- Behaved in a way that has harmed, or may have harmed, a child
- Possibly committed an offence against, or related to, a child; or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

The above criteria relates to the adult's behaviour in the **workplace,** the **community** and in their **home and social life.**

3.12 Allegations must be reported to and discussed with the Manager who will report the matter to the Local Authority Designated Officer (LADO) by completing a LADO referral form and will seek their advice on the next steps.

3.13 Staff are aware that if the allegation of abuse is against the Manager they will report the matter to the setting Owner / Chair who will speak to the LADO to discuss the next steps.

3.14 The '*Emergency Duty Team*' should be contacted outside normal working hours: 0300 123 5022.

3.15 Staff are aware that no member of staff will conduct their own investigation or pass on information to the alleged perpetrator without prior consultation with the LADO. In all allegations the LADO will advise on the action to take when the matter has been formally considered after receipt of the LADO referral form.

3.16 The Manager will keep written, signed and dated records detailing any allegation and action taken as near to the time of disclosure as possible even when no investigation is undertaken; following up any verbal referral in writing within 24 hours.

4. ADDITIONAL SAFEGUARDING POLICIES AND PROCEDURES:

Use of mobile phones, cameras and internet:

Dedicated setting mobile phone: *(If the setting has one)*

To protect children we will ensure that the dedicated setting mobile phone:

4.1 is stored securely when not in use.

4.2 is protected with a password, is clearly labelled and its use is open to scrutiny. All staff are vigilant and alert to any potential misuse.

4.3 is only used by allocated people who have a clear understanding of what constitutes misuse and know how to minimise the risk. These staff are responsible for their own behaviour regarding the use of the phone and avoid putting themselves into compromising situations which could be misinterpreted and lead to potential allegations.

4.4 is not used in areas such as toilets, changing rooms, nappy changing areas and sleep areas.

4.5 does not detract from the quality of supervision and care of children.

Personal mobiles and electronic devices:

4.6 Personal mobile phones and recording devices (tablets, cameras, laptops etc) are never used in the setting.

4.7 If staff have personal phones or devices these are stored securely with their personal belongings and will be switched off or on silent whilst staff are on duty (may be used during break times

Mobiles belonging to visitors:

4.8 We request that mobiles belonging to visitors are either switched off and/or stored securely with their personal belongings on entering the setting.

Mobiles belonging to older children:

4.9 Have signed consent from their parents giving permission for the child to have a mobile and agreeing that they will be stored securely and be switched off or on silent whilst in the setting.

Our policy regarding mobile phones is on page 36/37 of our general policy document.

Cameras photography and images:

4.10 Obtain parents' and carers' consent for photographs to be taken or published (for example, on our website or in newspapers or publications).

4.11 Ensure the setting's designated camera is only used in the setting and any images taken will not be emailed as it may not be secure. (In some instances, it may be required to seek parental permission to email images, but the potential risks must be made clear to parents).

4.12 Ensure that children are appropriately dressed, and do not use the child's name with an image on a photograph.

4.13 Ensure that parents personal cameras are not used to take photographs, video or audio recordings in our setting without prior explicit written consent from the setting, for example, for a special event, such as Christmas plays.

4.14 Ensure that all images are stored securely and password protected. Where images are stored the setting will register with the Information Commissioners Office (ICO), in accordance with data protection laws.

4.15 Ensure where professional photographers are used DBS, references and parental consent will be obtained prior to photographs being taken.

4.16 Ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.

4.17 Ensure the use of cameras, webcams and CCTV is closely monitored and open to scrutiny. *(Information on the use of CCTV can be found on the ICO website)*

Our policy on cameras and videos is on page 37/38 of our general policy document

Internet safety:

4.18 We ensure that appropriate filters and appropriate monitoring systems are in place

Other related policies / procedures:

The setting takes safeguarding seriously and understands this policy is over- arching. The setting also maintains other linked policies in line with the legislative requirements; together these make up the suite of policies to safeguard and promote the welfare of children in this setting.

The policies are cited below.

Policy / Procedure:	Reviewed:	By whom:
Attendance	**Sept 2018**	**Jacqueline Piaf**
Code of Conduct	**Sept 2018**	**Jacqueline Piaf**
Complaints	**Sept 2018**	**Jacqueline Piaf**
Fire and emergency evacuation	**Sept 2018**	**Jacqueline Piaf**
Health and safety	**Sept 2018**	**Jacqueline Piaf**
Intimate and personal care	**Sept 2018**	**Jacqueline Piaf**
Medication / responding to children who are ill / infection control	**Sept 2018**	**Jacqueline Piaf**
Recording visitors to premises	**Sept 2018**	**Jacqueline Piaf**
Safe Recruitment / selection of staff	**Sept 2018**	**Jacqueline Piaf**
Whistleblowing	**Sept 2018**	**Jacqueline Piaf**

Appendix 1

Staying Safe

Designated Safeguarding Lead	**Jackie Herring**
Deputy Safeguarding Lead	**Yvonne Williams**
Senior Person within organisation *(eg Owner, Chair of Governors / Director / Trustee / Committee Chair)*	**Jacqueline Piaf (Manager)**
Our local contact numbers are:	
Safeguarding of children concerns *(Children living in Cheshire East)*	***Cheshire East Consultation Service*** **0300 123 5012** (Mon–Thurs 8:30am–5:00pm Friday 8:30–4:30pm) ***Emergency Duty Team*** **0300 123 5022**
Safeguarding of children concerns *(Children living in other Authorities)*	*Please add in relevant authority contact numbers*
Allegations against an adult working with children	**01270 685904/ 01606 288931** *Local Authority Designated Officer (LADO)*
Prevent referrals	**Tel: 01606 362147**
Police *(Emergency)* **Police** *(Non Emergency)*	**999** **101**
Ofsted	**0300 123 4666**

Appendix 2

Universal Children whose needs are being adequately met by their family, friends and community and who are accessing universal services. (e.g. health visiting, GP, settings) • **Response**: - Continue meeting child or young person's needs as a universal service in a safe environment. Universal services will remain at all levels of need.	**Targeted** Children who would benefit from additional help with moderate difficulties in order to make the best of their life chances. • **Response:** - A practitioner who identifies unmet needs for a child or young person should consider how these needs can best be met, usually by some additional help from within their own agency. The Common Assessment Framework (CAF) can help to identify and plan to meet needs and involve others where necessary.
Complex Children who have a range of additional needs affecting different areas of their life. • **Response:** Request support from other agencies such as family support, commissioned services Youth Crime Prevention Team and Education Welfare. Agencies work together to provide a network of support to the child or young person and their family. • Identify a lead practitioner to co-ordinate support and be primary link with the family. • Hold a multi-agency meeting and use the Common Assessment Framework (CAF) with child and family to assess their needs. Develop and implement an Action Plan and review progress.	**Specialist** Children who need immediate protection or who require integrated support from a statutory service such as CAMHS, Children's Social Care, or Youth Offending Service. • Children's Social Care lead multi-agency planning and support through a Child-in-Need Plan, Child Protection Procedures, or accommodation by Children's Social Care. • Youth Offending Team lead multi-agency interventions for Court-Ordered Supervision of Young Offenders in the community and in custody.

If at any point you are concerned about the safety of a child or young person, contact Cheshire East Consultation Service (ChECS)

☎ **Tel:** **0300 123 5012**

☎ **Tel:** **0300 123 5022 (Emergency Duty Team for out of hours)**

Appendix 3

Definitions of Abuse

"Keeping Children Safe in Education" 2018

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.
It 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)
- ensure access to appropriate medical care or treatment.

It may also include unresponsiveness to, or neglect of a child's basic emotional needs.

Emotional

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on their emotional development. It may involve:

- conveying to them that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- not giving them opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- developmentally inappropriate expectations being imposed; interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing the child participating in normal social interaction.
- seeing / hearing the ill-treatment of another.
- serious bullying causing them frequently to feel frightened or in danger
- exploitation or corruption of them.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone

Sexual

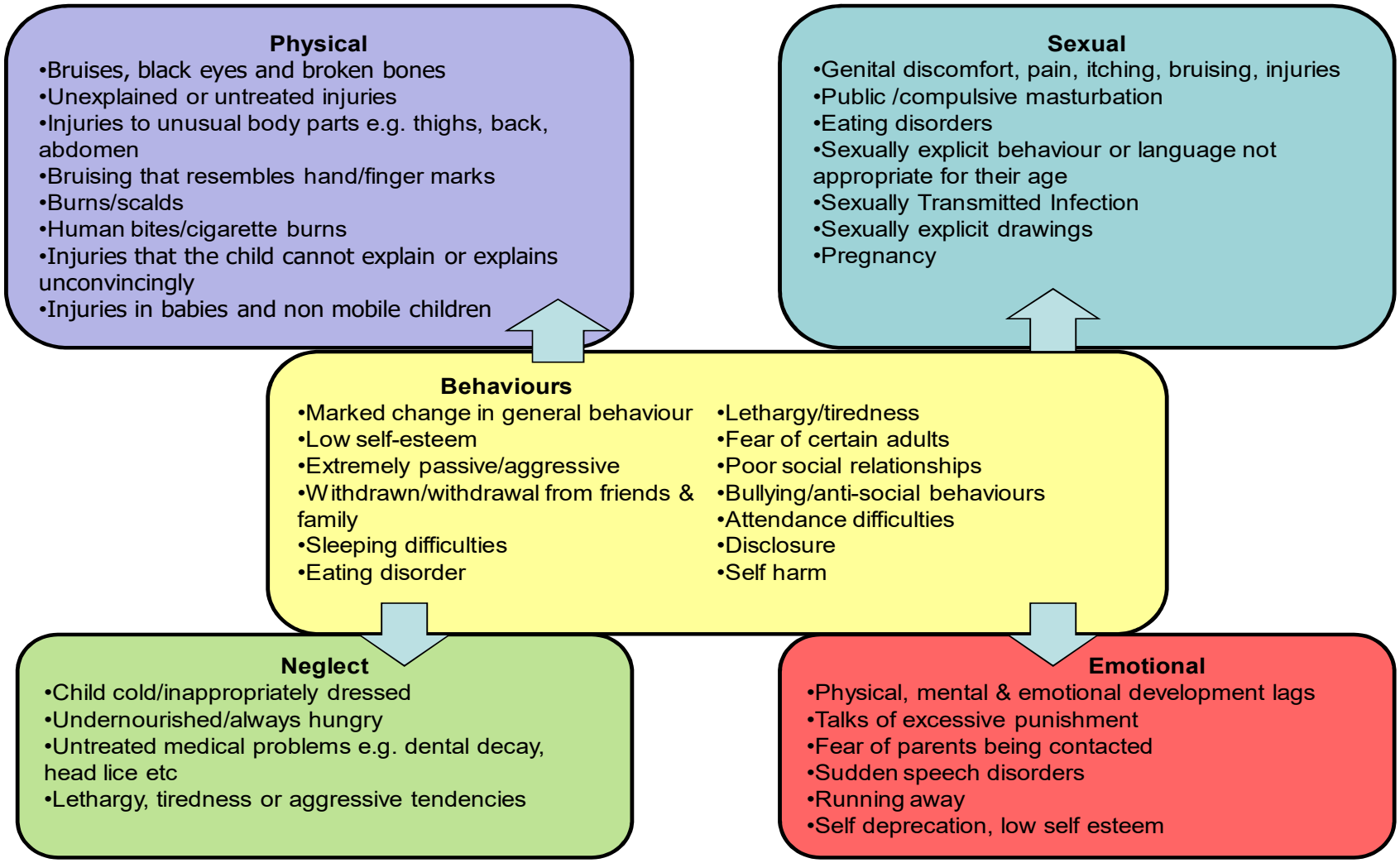
- forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.
- physical contact: including assault by penetration e.g. rape or oral sex; or non-penetrative acts e.g. masturbation, kissing, rubbing & touching outside of clothing
- Non-contact activities: e.g. involving children in looking at/ in the production of sexual images/ activities, encouraging children to behave in sexually inappropriate ways, grooming a child in preparation for abuse
- Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Physical Abuse

A form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child.
- Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately induces illness in a child.
- Injuries in babies and non mobile children

Symptoms of Abuse



Receiving Disclosures:

Receive

- Listen, try not to look shocked or be judgmental
- Believe what they say, accept what they say and take it seriously
- Don't make them feel bad by saying "you should have told me earlier"
- Don't 'interrogate' them – let them tell you, try not to interrupt
- Note the date and time, what was done, who did it, and where it took place
- Don't criticise the perpetrator
- Don't ask leading questions – use 'open' questions to clarify only (T.E.D)

Tell me what you mean by that?
Explain that to me
Describe that….

Reassure

- Stay calm, tell the young person they've done the right thing in telling you
- Reassure them they are not to blame
- Empathise – don't tell them how they should be feeling
- Don't promise confidentiality, explain who needs to know
- Explain what you'll do next
- Be honest about what you can do

Report and Record

- Make a Brief, accurate, timely and factual record
- Discuss with the Designated Safeguarding Lead (DSL) or their Deputy, without delay
- The DSL will assess the situation and decide on the next steps

Things to include:

- Time and full date of disclosure/incident and the time and full date the record was made
- An accurate record of what was said or seen, using the child's words as appropriate
- Whether it is 1st or 2nd hand information
- Whether the child was seen/spoken to
- Whether information is fact/ professional judgement
- Full names and roles/status of anyone identified in the report
- Sign the record with a legible signature.
- Record actions agreed with/by the Designated Lead (SMART)
- Avoid acronyms/jargon/abbreviations

Review records regularly; add any new concerns respond to these immediately.

Other Forms of Abuse

1. Radicalisation and Extremism

The Prevent Duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised.

In Cheshire East if you suspect a child to be suffering or likely to suffer significant harm, including being radicalised contact:
Cheshire East Consultation Service (ChECS): **0300 123 5012**
and contact Police Prevent officer **01606 362121** prevent@cheshire.pnn.police.uk

Indicators of vulnerability include:

- Identity Crisis: the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis: they may be experiencing: family tensions/ a sense of isolation/ low self-esteem. They may have dissociated from their existing friendship group/ become involved with a new and different group of friends/ may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances: migration/local community tensions/ events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism/ discrimination/ aspects of Government policy;
- Unmet Aspiration: the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality: which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Needs: children may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others
- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Channel:

Channel is a partnership approach to support individuals vulnerable to recruitment by violent extremists.

In Cheshire East the Channel Co-ordinator is Kirsty Hercules – Principal Manager Communities & Partnerships

The CE Channel Panel meets bi-monthly. Attendees sign a Confidentiality Agreement and share case information. Discussion covers the vulnerabilities of individuals and their families, current support, and risks for the individual and community. Attendees agree if the case is appropriate for Channel and the support plan which is needed.

For those already open to Panel support plans are tailored, building on existing support, and may consist of help with family problems, mental health support, religious education, mentoring etc..

For those who are not Channel appropriate: a safe exit from Channel or a referral elsewhere is discussed.

The Safeguarding Children in Education Settings (SCiES) team represent education settings at these meetings. This means that SCiES may contact the Designated Safeguarding Lead before a meeting to request our view regarding the lived experience of the young person. They will contact us afterwards to give us an update.

2. Children Missing from Home or Care

Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or setting, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

Our setting is aware of the Pan-Cheshire Joint Protocol on Children and Young People Who run Away or Go Missing from Home or Care 2017-2019.

The association of chief police officers has provided the following definitions **Missing person** *is:* 'Anyone whose whereabouts cannot be established will be considered as missing until located, and their well-being or otherwise confirmed.''

Within any case of children who are missing both push and pull factors need to be considered.

Push factors include:

- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:

- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure

- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a setting we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will either support the parent to contact the police to inform them, or we will take the relevant action.

3. Child Sexual Exploitation (CSE)

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive 'something' as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

Child sexual exploitation can happen via technology without the child being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Indicators a child may be at risk of CSE include:

- going missing for periods of time or regularly coming home late;
- regularly missing setting or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other children involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

As a setting we educate all staff in the signs and indicators of sexual exploitation. We use the sexual exploitation risk assessment form to identify pupils who are at risk and the DSL will share this information as appropriate with ChECS.

Staff have been made aware of the Pan-Cheshire CSE policy, procedures and Screening tool. Pan Cheshire CSE procedures

4. Trafficked Children

Human trafficking is defined by the United Nations, in respect of children, as "the recruitment, transport, transfer, harbouring or receipt of a person by such means as threat or use of force or other forms of coercion, of abduction, of fraud or deception for the purpose of exploitation."

Any child transported for exploitative reasons is considered to be a trafficking victim.

As a setting we are alert to the signs both for our children and for their families.

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.
- Looks malnourished or unkempt
- Is withdrawn, anxious and unwilling to interact
- Is under the control and influence of others
- Lives in cramped, dirty, overcrowded accommodation
- Has no access or control of their passport or identity documents
- Appears scared, avoids eye contact, and can be untrusting
- Shows signs of abuse and/or has health issues

For those children who are internally trafficked within the UK indicators include:

- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner ;
- Accounts of social activities, expensive clothes, mobile phones etc. with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;

- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self- image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
- Truancy / disengagement with education;
- Entering or leaving vehicles driven by unknown adults;
- Going missing and being found in areas where the child or young person has no known links; and/or
- Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the Designated Safeguarding Lead and will be reported as potential abuse

5. Domestic Abuse

Domestic abuse can affect anybody; it occurs across all of society, regardless of age, gender, race, sexuality, wealth or geography. Domestic abuse affects significant numbers of children and their families causing immediate harm as well as damaging future life chances.

Domestic abuse negatively affects children. We know that they are often more aware of what is happening than parents think. How they respond depends on their age, personality and support network; but they recover best when they are helped to understand and to process what is happening/has happened to them.

Their experiences will shape their self-worth, identity, and ability to relate to others in childhood and adulthood; making it much more difficult to succeed at setting and develop friendships.

To support our children we:

- Have an ethos which puts children's wellbeing at the heart of all that we do
- Create a predictable setting life with set routines.
- Ensure that rules and expectations are clearly stated and understood by all.
- Understand that oppositional and manipulative behaviours are not attempts to 'provoke us', but may be attempts by these children to control their world when so much feels out of control for them
- Model respectful and caring behaviour, positive conflict resolution and respectful interactions. Helping children learn not only what not to do, but what to do instead.
- Use the language of choice, making clear the benefits and negative consequences of their choices. Ensuring that you follow through with any consequences or sanctions.
- Support children to put feelings into words. Build up a vocabulary of emotional words with them so that they can begin to express their feelings more appropriately/accurately. (*A child exposed to domestic abuse may have seen a lot of behaviours that express*

strong feelings, but may not have heard words to appropriately express/ describe these feelings).

- Understand that the child may experience conflicting and confusing emotions when thinking of or talking about their parents.
- Create opportunities for children to feel successful. Let the child/young person know that they matter; taking an active interest in them.
- Accept that they may not be willing or able to talk about it right away (if ever)
- Provide effective, non-verbal, systems for children to access support
- Provide reassurance that only people who need to know about the incident will know.
- Allow the child, where necessary, to safely store work in setting or shred it after completion when providing interventions
- Have visible and accessible worry boxes/internal support systems /information regarding external sources of support e.g. Childline etc.

Children, Young People and Domestic Abuse

6. Honour Based Violence:

"Honour-based' violence (HBV) encompasses 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Practitioners in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV." *Keeping Children Safe in Education 2016*

7. FGM:

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It is also known as female circumcision, cutting or Sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse; it's dangerous and it is a criminal offence.

Female genital mutilation (FGM) is illegal in the UK. It's also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

Indications that FGM may be about to take place:

- When a female family elder is around, particularly when she is visiting from a country of origin.
- Reference to FGM in conversation e.g. a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.

- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.
- A girl being withdrawn from PSHE or from learning about FGM (parents may wish to keep her uninformed about her body and rights)

Indications that FGM has taken place:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet possibly with bladder or menstrual problems
- Unusual/a noticeable change in behaviour after a lengthy absence
- Reluctance to undergo normal medical examinations
- Asking for help, but may not be explicit about the problem due to embarrassment or fear.
- Prolonged absences/ persistent unexplained absence from the setting;
- Seek to be excused from physical exercise without the support of their GP
- Child not allowed to attend extra-curricular activities
- Close supervision of child by family/carers;

8. Forced Marriage:

A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Children, especially girls who are forced to marry, or those who fear they may be forced to marry, are frequently withdrawn from education, restricting their educational and personal development.

Indications that a Young Person is at risk of Forced Marriage:

Staff should be aware of significant changes in the young person's presentation emotional and physical, in dress and behaviour.

- Appearing anxious, depressed and emotionally withdrawn with low self-esteem.
- Self-harming, self-cutting or anorexia.
- Criminal activity e.g. shoplifting or taking drugs or alcohol.
- Declining performance, aspirations or motivation.
- Not allowed to attend any extra-curricular or after setting activities.
- Girls and young women may be accompanied to and from setting/college,
- Attending setting but absenting themselves from lessons.
- Stopping attendance at setting/college
- A family history of older siblings leaving education early and marrying early.

9. Breast ironing also known as "Breast Flattening":

This is a practice where girls as young as nine have their chests pounded by hot stones/implements to delay the start of puberty; the intention being to protect the child from rape and sexual harassment. Sometimes the child is forced to wear an elastic belt

around the area to restrict growth. It is a practice in Cameroon, Nigeria and South Africa. It is often carried out by the girl's mother.

10. Actions our setting takes in relation to take around Honour Based violence

- When managing requests for absence, we use an absence request form which requests information on all siblings who attend other settings. Sometimes younger siblings tell teachers information that has a bearing on older members of the family so it is important that we liaise with the other settings.
- The head teacher requires a meeting with parents to discuss applications for extended leave of absence during term time, as we feel this can provide an opportunity to gather important information. We ask for the precise location of where the child/young person is going; the purpose of the visit; the return date and whether it is estimated or fixed.
- We check in with the child/children to see if they know and corroborate the purpose of the visit;
- If a return date has been specified and a child has not returned to setting, we would contact our Education Welfare Officer. We would never remove the child from the roll without first making enquiries about their disappearance in line with Cheshire East Children Missing Education Procedures and referring the case to the police and Children's Services as appropriate.

11. Online Safety

With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The setting will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online
- Information included in letters, newsletters, web site,
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day
- Building awareness around information that is held on relevant web sites and or publications
- Social media policy

12. Cyberbullying

Central to our Setting's anti-bullying policy is the principle that '*bullying is always unacceptable'* and that '*all pupils have a right not to be bullied*'.

The setting recognises that it must take note of bullying perpetrated outside the setting which spills over into the setting and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.
Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal.

If we become aware of any incidents of cyberbullying, we will consider each case individually as to any criminal act that may have been committed. The setting will pass on information to the police if it feels that it is appropriate or are required to do so.

13. Sexting

'Sexting' often refers to the sharing of naked or ‘nude’ pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging.

While sexting often takes place in a consensual relationship between two children, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The setting will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents are made aware that they can come to the setting for advice.

14. Gaming

Online gaming is an activity that the majority of children and many adults get involved in.

The setting will raise awareness by:

- Talking to parents and carers about the games their children play and help them identify whether they are appropriate.
- Supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
- Talking to parents about setting boundaries and time limits when games are played.

- Highlighting relevant resources.
- Making our children aware of the dangers including of grooming and how to keep themselves safe
- Making our children aware of how to report concerns

15. 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 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 child or young person (male or female) under the age of 18 years;
- 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 children or adults;
- 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.

16. Contextual Safeguarding

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