

Springboard Sunderland Trust

Springboard Nursery

Safeguarding Children



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Safeguarding Children	
Category:	Springboard Nursery
Responsible Person:	Jane Waggott
Accountable Person:	Marie Hunter
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Policy Purpose and Aim

Springboard Nursery's Safeguarding: Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with Child welfare concerns. This policy also aims to make explicit the commitment to the development of good practice and sound procedures to keep children safe in our nursery. This policy recognises that abuse can occur in all communities and contexts and that all staff have the responsibility and the opportunity to support children, in sharing concerns and worries in nursery to feel safe.

The whole nursery culture of vigilance in Springboard nursery create a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Staff and Springboard Committee members are committed within Springboard to keeping children safe by safeguarding and promoting the welfare of children in our care through all our policies, procedures and practices. We expect all our pupils' parents and visitors to share this commitment and understanding.

Introduction

Springboard Nursery fully recognises the contribution it can make to keeping children safe and supporting the children and young people in its care. There are four main elements to the organisations safeguarding / child protection policy which are also defined within KCSE 2023:

1. **Protecting children from maltreatment** (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead Marie Hunter (Manager) or Deputy Designated Safeguarding Lead Jane Waggott (Deputy manager) or the Integrated Contact and Referral Team on 561 7007 directly IF NECESSARY. In certain specific cases such as Female Genital Mutilation (Mandatory reporting of FGM from October 2015), Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).
2. **Preventing the impairment of children's mental and physical health or development** (positive nursery atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as Honour Based Violence, Female Genital Mutilation and Forced Marriage.)

3. **Ensuring that children grow up in circumstances consistent with the provision of safe and effective care** (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).
4. **Taking action to enable all children to have the best outcomes** (to young children and staff and to any children who may be vulnerable due to their individual circumstances or extra-familial harm) and taking action to enable all children to have the best outcomes.

Safeguarding and promoting the welfare of children is **everyone's** responsibility, they have the responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. Any child may benefit from early help, but all nursery and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether they have a statutory Education, Health and Care plan or not)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

(KCSIE 2023)

All staff have a responsibility to recognise child abuse, neglect, mental health and child on child abuse in its many forms. All staff should be aware that 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. Additional guidance on how our nursery supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2023 pages 141-162. Where the nursery has created an additional nursery policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

Broadly the areas taken from Keeping Children Safe in Education,

Annex A, include.

- Child abduction and community safety incidents
- Child criminal exploitation (CCE) and Child Sexual Exploitation
- County Lines
- Children in the court system
- Children missing from education
- Children with family members in prison
- Cybercrime
- Domestic Abuse
- Homelessness
- Mental Health
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation
- The Prevent Duty
- Channel
- Sexual Violence and Sexual Harassment between children in schools and colleges
- Serious Violence
- So called 'Honour Based Violence' including (Female Genital Mutilation and Forced Marriage).
- FGM
- FGM mandatory reporting duty for teachers
- Forced Marriage

(KCSIE 2023)

AS STATED THE FULL LIST OF ADDITIONAL ADVICE CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in nursery or the pupil/s being referred to specific services.

This policy applies to Springboards whole workforce - all employees / volunteers / learners / supply staff.

Framework and Legislation

No organisation operates in isolation. Keeping children safe from significant harm is the responsibility of all adults especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of SSSP-Sunderland Safeguarding Children Partnership, which includes the partnership of several agencies who work with children and families across the City.

Springboard Nursery is committed to keeping children safe and safeguarding all children in accordance with Child Protection: Sunderland Safeguarding Children Partnership's Multi Agency Safeguarding Arrangements (MASA) <https://www.safeguardingchildrensunderland.com/> and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child.

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person. (Adoption and Children Act 2002)

The Local Authority have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. Together for Children through the Integrated Contact and Referral Team (ICRT) undertakes this responsibility on behalf of the Local Authority once a referral has been made.

'**Keeping Children Safe in Education**' 2023 contains information on what schools and colleges should do and sets out the legal duties with which schools and colleges must comply. It should be read alongside Working Together to Safeguard Children 2023 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework

Roles and Responsibilities for all Staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation (CSE), Honour Based Violence (HBV) including Female Genital Mutilation (FGM) and Forced Marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) 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. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children all staff at Springboard have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools.

Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.
- Ensure that they report ANY concerns of harm to any child to the Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to the Integrated Contact and Referral Team if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).
- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Springboards Recording and Information Sharing Policy/Procedure.
- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child/an adult/staff member in nursery directly to the Designated Safeguarding Lead / Manager.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the nursery's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.
- Ensure that they attend regular formal training/updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.
- Ensure from the 1st July 2015 for schools, (or 18th September 2015 for Colleges) that under the Counter Terrorism and Security Act, April 2015, that the nursery has 'due regard to the need to Prevent people from being drawn into terrorism' (based upon potential risks in local area and that clear protocols are in place for all visitors so that their views are appropriate and not an opportunity to influence others). **The 'Prevent Duty' updated 2023**
- Legal duty on teachers to report cases of FGM or if they discover that an act of FGM appears to have been carried out to the police – for all aged under 18.
- Ensure that they understand through online safety training the additional risks for pupils online and continue to promote the nursery's Online Safety Policy/acceptable usage in the protection of all pupils. This includes the management of internet access via children's own mobile phones or electronic devices that can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every nursery's online safety policy /acceptable usage, the expectations of pupils regarding their own devices whilst on nursery site and the consequences of any evidence of inappropriate use of the internet.
- Ensure that they remain vigilant whilst visitors are on site and continue to promote the nursery's commitment to keeping children safe through reminding visitors and parents of the nursery's appropriate use of personal mobile phones/devices whilst they are on nursery premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones, electronic devices and smart watches.

Springboard Nursery will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

The Designated Safeguarding Lead

Springboard Nursery has appointed **Marie Hunter** (Nursery Manager) and **Steve Reay** (Springboards Chief Executive) to be our Designated Safeguarding Leads, These person's has the overall responsibility for safeguarding and child protection and have the appropriate authority and training to undertake such a role and is able to provide advice and support to other staff on child welfare and child protection matters. These person's are able to take part in strategy discussions and inter agency meetings and to support other trained staff to do so as well as contribute to the assessment of children. The Designated Safeguarding Lead (and deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2023)

Role of the Designated Safeguarding Lead

At Springboard we have appointed the following Deputy Designated Leads **Jane Waggott** and **Andrea Whincop** who are part of the safeguarding team. These individuals are trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies the ultimate LEAD RESPONSIBILITY for child protection will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. The Designated Safeguarding Lead has a very detailed role, (see below).

However, if there is an **IMMEDIATE** safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via the Integrated Contact and Referral Team (0191 561 7007).

The broad areas of responsibility for the Designated Safeguarding Leads are identified here:

Manage referrals

- Refer cases of suspected abuse to the Integrated Contact and Referral Team.
- Support staff who make referrals to the Integrated Contact and Referral Team.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required (including Sexual Exploitation (MSET lead) or Female Genital Mutilation and Forced Marriage).

Work with others

- Act as a point of contact with the three safeguarding partners (Sunderland Safeguarding Children Partnership).
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- The Data Protection Act 2018 and GDPR **do not** prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare on children. (KCSIE 2023)
- Liaise with the Manager / Chief Executive to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required liaise with the case manager (Manager, Deputy Lead or where the Manager or Deputy Lead is the subject of the allegations the Chief Executive of Springboard) and the Designated Officer through Together for Children, operating on behalf of the Local Authority for child protection concerns (all cases which concern a staff member)
- Liaise with staff (especially pastoral support staff, IT Technicians and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice, and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training (See CPD Files)

The Designated Safeguarding Lead and any deputies should be trained to the same standard and undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. They should undertake Prevent awareness raising and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, so they:

- Understand and keep up with any developments to their role
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care (Together for Children) referral arrangements.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the nurseries or training providers Child Protection Policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.

- Understand the importance of information sharing, both within the nursery and training provider, and with the three safeguarding partners (LSP-Sunderland Safeguarding Children Partnership), other agencies, organisations and practitioners.
- Are able to keep detailed, accurate and secure, written or electronic records of concerns and referrals.
- Understand and support the nursery or training provider with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at nursery.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the nursery or training provider may put in place to protect them.

Raise Awareness

The Designated Safeguarding Lead should ensure the nursery policies are known understood and used appropriately:

- Ensure the nursery's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the nursery or training provider in this.
- Link with the LSP- Sunderland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustment that they could make to best support these children.

Child Protection File

- Where children leave the nursery (including in-year transitions) ensure their child protection file is transferred appropriately for any new school as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.
- Receiving schools and training providers should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in nursery or school, are aware as required.
- In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During nursery operational times the Designated Safeguarding Lead (or a deputy) should always be available (during nursery hours) for staff in the nursery to discuss any safeguarding concerns.
- Whilst generally speaking the Designated Safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and training providers, working with the designated Safeguarding Lead, to consider whether in exceptional circumstances availability via telephone, skype or other such mediums is acceptable.
- It is a matter for individual schools and training providers and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours activities. At Springboard nursery we aim to have at least 1 of the safeguarding team on site at any one time.

Taken from Keeping Children Safe in Education, 2023: Annex C

In addition, Pam Gartland: Safeguarding First Ltd recommend as best practice that the Designated Safeguarding Lead's:

- Ensure each member of staff has access to and understands the nursery's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.
- Be aware of all nursery excursions and residentials and clarify with educational visit co-ordinator/key workers their role and responsibility in connection with safeguarding/child protection.
- Ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in schools that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.
- Ensure that a whole school policy for Induction is in place for all new starters including members of the workforce and volunteers, to induct them thoroughly into all key aspects of their role and responsibility

- Ensure a whole nursery policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, nurseries and training providers should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- Ensure an effective whole nursery policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.
- Inform LA/Together for Children of any pupil to be deleted from school admission register and follow missing from education protocols
- Inform the LA/Together for Children of any pupil who fails to attend school regularly or has been absent without school's / nurseries permission for a continuous period of 10 days or more.

Responsibilities of Springboard's Board of Trustees

Best practice would advise that a Safeguarding Trustee at senior board level is appointed to support the Designated Safeguarding Leads in their role. At Springboard the senior lead Trustee member for safeguarding is **Graham Bert**.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the trustees receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the trustees are aware of the changes to Local Safeguarding Children Partnership arrangements and the need for the nursery/training provider to understand their role in effective multi-agency working under the new arrangements.

If the Safeguarding Trustee is NOT the Chair of Trustee's it is important to indicate the role of the Chair in safeguarding, which is to:

- Ensure that they liaise with Together for Children operating on behalf of the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, or member of governing body.
- Ensure that in the event of allegations of abuse being made against the Manager / Chief Executive, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.
- Ensure that the appointed member of the Trustees for safeguarding holds the Manager / Chief Executive to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.
- Ensure that all staff receive regular safeguarding and child protection updates (for example via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Ensure that the nursery has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow their nursery / setting's acceptable use policy / online safety policy.
- Ensure that children are taught about safeguarding and keeping themselves safe through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education (not applicable to nursery schools). At Springboard nursery we focus on developing children's awareness of their own safety through self-regulation and developing a strong voice.
- Ensure that a Designated keyworker / teacher is appointed to promote the educational achievement of looked after children, including working with the Together for Children virtual school Headteacher and discuss how pupil premium funding for looked after children will be used. The Designated key worker / teacher is Marie Hunter (Manager). The Trustee with responsibility for Looked After and Post-Looked After children is Steve Reay.
- Ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Information for Parents

At Springboard, Trustee's and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where the nursery has reason to be concerned that a child maybe suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA) and inform the Integrated Contact and Referral Team or police of their concern.

Procedures

The Designated Safeguarding Lead (or deputy DSL) will be informed immediately by an employee of the nursery, pupil of the nursery, parent of the nursery or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:

- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Working Together To Safeguard Children 2023 defines the categories of harm as:

Physical Abuse

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

Neglect

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

Sexual Abuse

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent 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 though it may occur alone.

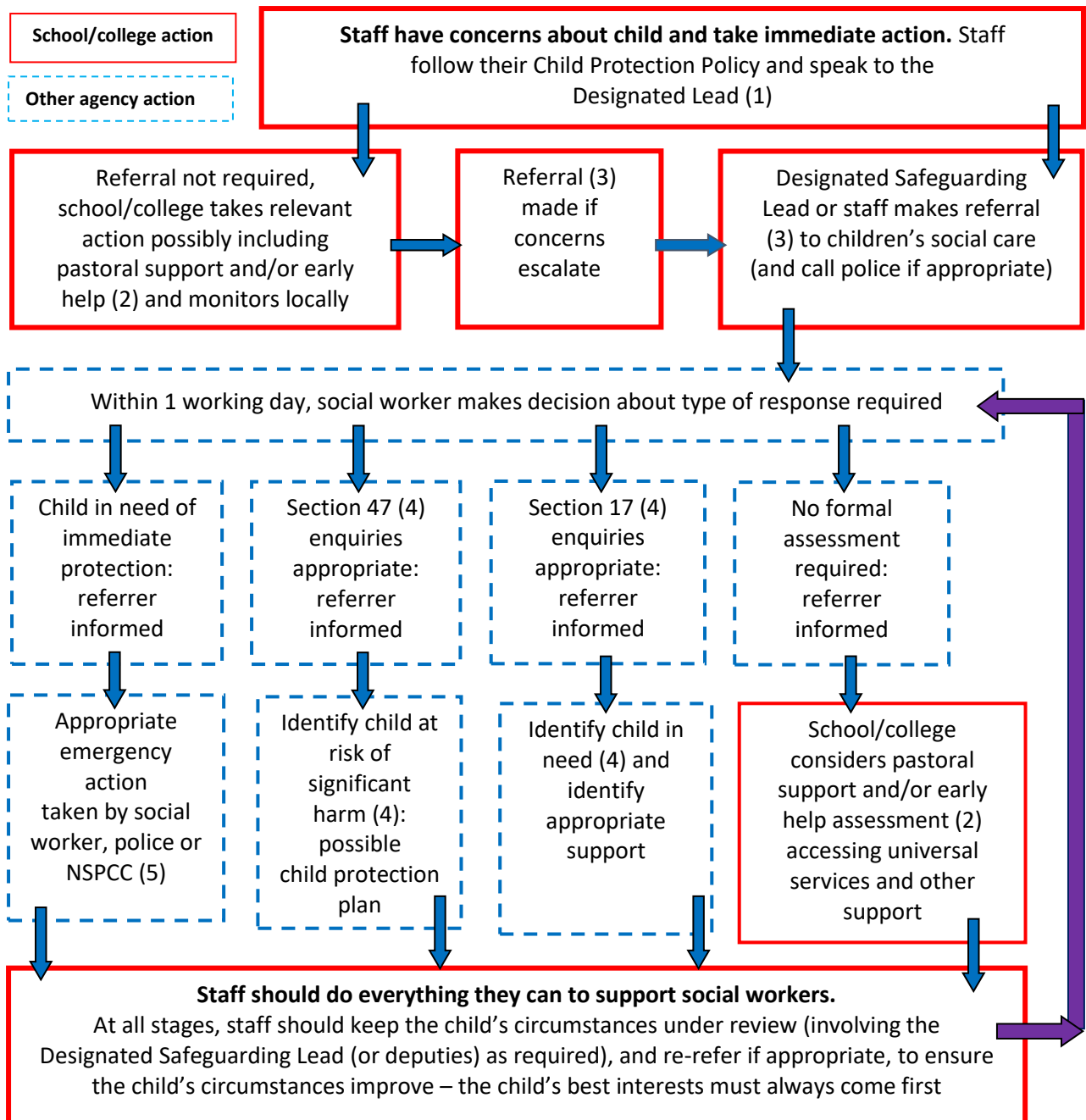
Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local authorities should share the fact a child has a social worker, and the Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities (Together for Children) and schools and colleges to safeguard and promote the welfare of children.

All staff should be 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) should 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.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Integrated Contact and Referral Team, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Manager will be kept informed at all times.

Actions where there are concerns about a child



1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2023
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter One of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#)
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of [Working Together to Safeguard Children](#)
5. This could include applying for an Emergency Protection Order (EPO)

Safe Organisations / Safe Staff

Our Chief Executive and Trustees have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy:

Whistle Blowing/Confidential Reporting

We at Springboard Nursery have a Whistle Blowing/ Confidential Reporting Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Management of a safeguarding concern or allegation about an adult

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then this should be referred to the manager / deputy or Chief executive; where there are concerns/allegations about the manager/ deputy or chief executive this should be referred to the, chair of the trustees; and in the event of concerns/allegations about the manager, where the manager is also the sole proprietor of an independent nursery, this should be reported directly to the Designated Officer(s) at the local authority.

Consultation without delay with Sunderland's Designated Officer – Danielle Rose, Tel: 0191 5613901/ 561 7198 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Manager/senior member of nursery staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

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Training and Support

All staff members should be aware of the systems within their nursery which support safeguarding and these should be explained to them as part of their induction into the nursery to ensure they can discharge their responsibilities effectively. This includes: The Child Protection Policy; Staff Behaviour Policy (Staff Code of Conduct); Safer Working Practice Document and the names of the Designated Safeguarding Lead and their deputies.

All staff members receive appropriate safeguarding and child protection training which is regularly updated. The Manager / Chief Executive decides the frequency and content of this CPD. At Springboard Nursery our whole nursery training is held annually. In addition, all staff members receive regular safeguarding and child protection updates via staff meetings held weekly or internal CPD as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively and allow them opportunities to contribute to reviewing and shaping the safeguarding arrangements in nursery inclusive of, this Child Protection Policy.

Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Springboard Nursery recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Sunderland Safeguarding Children Partnership Multi Agency Safeguarding Arrangements (MASA)).

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Record Keeping

Well-kept records are essential to good safeguarding practice. Springboard Nursery is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the nursery's Information Sharing and Recording Policy to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018.

**Safeguarding recording within Springboard Nursery are held in paper format in the child's folder and relevant staff have received training in the recording expectations and retention. Following a child leaving our nursery we follow the appropriate transfer procedures and retention guidelines.

Attendance at Safeguarding Conferences

In the event of Springboard Nursery being invited to attend child protection conferences, the Designated Safeguarding Lead (or deputies), will represent the nursery and/or identify the most appropriate trained member of staff to provide information relevant to child protection conference (initial/review). In the event that those staff members cannot attend, Key Workers may be asked to attend, following relevant training.

Supporting Children

Springboard Nursery recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Springboard Nursery may be the only stable, secure and predictable element in the lives of some of the children in its care. The nursery, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

Springboard Nursery also recognises that children are capable of abusing their peers. Child on child abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No child-on-child abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See child-on-child Abuse Policy for detailed information.

Therefore, Springboard Nursery will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.
- The nursery ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.
- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.
- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.
- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety, at an age / developmentally appropriate level. This can include topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the Spiritual Moral Social Cultural (SMSC) Curriculum which cover harm, abuse, positive and healthy relationships and crime.
- A coherent management of behaviour through our Achieving Positive Behaviour Policy, inclusive of the Use of Reasonable Force.
- Liaison with other professionals and agencies who support children and parents.
- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.
- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Springboard Nursery recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. Nursery staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse.

Nursery staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed.

Children with SEND are often more prone to peer group isolation than other children and there is greater potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, nurseries and colleges should consider extra pastoral support for children with SEND. Time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral.

Springboard Nursery also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

This policy **MUST** be read in conjunction with other related policies in Nursery.

These include all safeguarding policies:

- **A Robust Nursery Recruitment and Selection Policy** - inclusive of; Safer recruitment guidance and regulation, for example a **Single Central Record/ Register** which demonstrates the pre employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.
- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the nursery.
- School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2023 and Working Together 2018. At Springboard Nursery we share this commitment
- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in Education Settings, May 2019 and Addendum April 2020. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.
- The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Behaviour & Discipline Policy** – inclusive which is based on inclusive and nurture principles.
- **Anti-Bullying Policy/Cyber/Online Bullying.**
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **Inclusion & Special Education Needs Policy.**
- **The Nursery Educational Visits/Off Site Policy** reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school, when undertaking school trips, visits or pupils being creatively educated. All Risk Assessments are updated annually.
- **Child on Child Abuse Policy.**

- **Mental Health and Wellbeing Actions.**
- **Photographic & Digital Imagery Policy** with parental consent forms annually signed.
- **Administration of Medicines Policy** and procedures with trained staff who manage this.
- **Pupils with Medical Needs Policy** and implications for the workforce, pupils and partnership with parents.
- **Attendance Management Policy** - nursery management for attendance and the partnership with the LA/Together for Children in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Missing Children Policy** – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.
- **Complaints Policy**
- **Allegation Management Policy**
- **Confidentiality and Whistle Blowing Policy.**
- **Information Sharing Policy** (internal and external exchange of information)
- **Looked After Children Policy** inclusive of named Looked After staff whose role is to champion the achievement of looked after children in your nursery and work closely with the Designated Safeguarding Lead and the Chief executive within Together for Children who has responsibility for the LAC.
- **Intimate Care and Care Plan Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.
- **Unaccompanied Travel** to and from nursery procedure to ensure pupils safety.
- **Single Equality Scheme.**
- **Spiritual, Moral, Social and Cultural Curriculum** inclusive of Female Genital Mutilation, Domestic Abuse, Child Sexual Exploitation, Mental Health and Well-being and Fundamental British Values.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East). Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2020, this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

It has been informed by the following legislation and national & local Guidance:

Children Act 1989/2004

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

CP Referral Form

<https://togetherforchildren.org.uk/professionals/integrated-contact-referral-team>

Data Protection Act 2018

<http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Early help Referral Form

www.togetherforchildren.org.uk/professionals/early-help

Education Act 2002 Section 175

www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014

<http://www.legislation.gov.uk/uksi/2014/3283/schedule/made>

Equality Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>

General Data Protection Regulations, 2018

https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/dataprotection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services

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

Freedom of Information Act 2000

http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Keeping Children Safe in Education 2020

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

Non-Maintained Special Schools (England) Regulations 2015

<http://www.legislation.gov.uk/uksi/2015/728/made>

Public Sector Equality Duty Guidance for Schools in England

<https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england>

Safeguarding Vulnerable Groups Act 2006

<http://www.legislation.gov.uk/ukpga/2006/47/contents>

School attendance: Guidance for schools

<https://www.gov.uk/government/publications/school-attendance>

Sexual Offences Act 2003

<http://www.legislation.gov.uk/ukpga/2003/42/contents>

Sunderland Safeguarding Children Partnership

www.safeguardingchildrensunderland.com

What to do if you are worried a child is being abused 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Working together to safeguard children HM GOV (2018)

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

Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing

[Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful

[The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department

[Data protection: toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the GDPR.

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our nursery at any time that local solutions such as front door services in social care or the DO details change. This policy may also be amended following the annual review with staff where our Nursery's procedures or practices may change following whole staff discussion or training, to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the Trustees signed/dated by both the Manager and Chief Executive.

Date of policy update: January 2024

Approved by Trustees: GBert

Signed by Chief Executive: *SReay*

Signed by Manager: *M.Hunter*

Date for Review: January 2025

Academic Year	Designated Safeguarding Lead	Deputy / Deputies	Designated Safeguarding Trustee
2019 – 2020	Marie Hunter (Nursery) David Barker (Springboard)	Jane Waggott (Nursery) Anne Hopper (Springboard)	Brad Hooper
2020 – 2021	Marie Hunter (Nursery) Steve Reay (Springboard)	Jane Waggott (Nursery) Anne Hopper (Springboard)	Brad Hooper
2021-2022	Marie Hunter (Nursery) Steve Reay (Springboard)	Jane Waggott (Nursery) Andrea Whincop (Springboard)	Brad Hooper
2022-2023	Marie Hunter (Nursery) Steve Reay (Springboard)	Gemma Dunn (Nursery) Andrea Whincop (Springboard)	Graham Bert
2023-2024	Marie Hunter (Nursery) Steve Reay (Springboard)	Jane Waggott (Nursery) AndreaWhincop (Springboard)	Graham Bert

Review Date	Changes made	Changes made by
September 2019	Updated policy following reviewed KCSIE	Marie Hunter
September 2020	Updated policy following reviewed KCSIE 2020	Marie Hunter
September 2021	Updated policy following reviewed KCSIE 2021	Marie Hunter

August 2022	Updated policy following reviewed KCSIE 2021	Jane Waggott
January 2024	Updated policy following reviewed KCSIE 2023	Jane Waggott Marie Hunter

Appendix 1

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse Physical Emotional Sexual Neglect	What to do if you're worried a child is being abused	DfE Advice
	Supporting practice in tackling child sexual abuse- CSA Centre	Centre of Expertise on Child Sexual Abuse
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Together we can stop child sexual abuse	HMGovernment Campaign
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and The court system	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice

Child Criminal Exploitation (CCE)	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Child Sexual Exploitation	Child sexual exploitation: definition and guide for practitioners	DfE
County Lines	Criminal exploitation: definition and guide for practitioners	Home Office
	Criminal exploitation of children and vulnerable adults: county lines	
National Domestic Abuse	<p>NSPCC – UK domestic-abuse Signs Symptoms Effects</p> <p>Refuge – what is domestic violence/effects of domestic violence on children</p> <p>Safe Lives: Young people and domestic abuse</p> <p>https://www.gov.uk/guidance/domestic-abuse-how-to-get-help</p>	Gov website
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
So-called 'Honour Based Abuse' (inc FGM & Forced Marriage)	Female genital mutilation: Information and resources fact sheet	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines Forced marriage multi-agency guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
Mental Health	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resource

	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice
Homelessness	Homelessness: How local authorities should exercise their functions Homeless Reduction Act Factsheet	Housing Communities & Local Government
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	Private fostering: local authorities	DfE Statutory Guidance
Preventing Radicalisation	Revised Prevent duty guidance for England and Wales Prevent Duty Guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Government Counter Extremism Strategy	Home Office
	Terrorism Act 2000 Prevent for FE & Training	
The Prevent Duty	Prevent duty guidance: for England and Wales Prevent Duty guidance: for further education	Home office
Channel	Channel Guidance Prevent Duty Prevent awareness e-learning Prevent referrals e-learning Channel awareness e-learning Educate Against Hate Prevent for FE & Training	Home Office Home office Channel awareness Educate against hate
child on child abuse	Child on Child abuse	Gov.uk Keeping children safe in education
Bullying	Preventing and Tackling Bullying	DFE
	Cyber bullying: advice for headteachers and school staff	
Upskirting	Upskirting know your rights	UK Government
Sexual Violence and sexual harassment	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020	Home Office

between children in schools & collage	strategy	Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy Gangs and Youth violence:for schools &Collages	Home Office Strategy

Appendix 2

Definitions of Abuse and Harm

In addition to definitions provided above, the following terms are some important to note in the wider context of safeguarding and child protection (NB this is not a definitive list) –specific safeguarding issues and vulnerabilities:

Psychological Abuse: Including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation, or withdrawal from services or supportive networks.

Financial or Material Abuse: Including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits.

Discriminatory Abuse: Including racist, homophobic, transphobic and sexist abuse or harassment, abuse or harassment based on disability, faith abuse or other forms of harassment, slurs or similar treatment.

Domestic Violence/ Teenage relationship abuse:

any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial or emotional.

Child Sexual Exploitation (CSE) -form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity. Perpetrators of child sexual exploitation are found in all parts of the country and are not restricted to particular ethnic groups.

Radicalisation / Preventing Violent Extremism: process by which an individual or group comes to adopt increasingly extreme political, social, or religious ideals and aspirations that reject or undermine

the status quo or reject and/or undermine contemporary ideas and expressions of freedom of choice. Radicalisation can be both violent and nonviolent, although most focuses on radicalization into violent extremism. Within safeguarding preventing violent extremism (PVE), Prevent or Channel are the processes that work with people who have been or are at risk of being radicalised.

Forced Marriage: where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used.

Female Genital Mutilation (FGM): involves procedures that include the partial or total removal of the external female genital organs for cultural or other nontherapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life.

Bullying including cyberbullying: behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Sexting: when someone sends or receives a sexually explicit text, image or video on their mobile phone, usually in a text message