



## **PEOPLE, PLACE AND PARTICIPATION SAFEGUARDING POLICY**

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**DATE FOR RENEWAL:** AUGUST 2024

**APPROVED BY:** PP&P TRUSTEES

**DATE APPROVED:** AUGUST 2024

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**APPLICABLE TO:** ALL STAFF AND TRUSTEES

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## Part A

### 1. The Purpose of the Policy

The purpose of this policy is to:

- ensure that Flo's: The Place in the park (Flo's) is a safe space for children, young people and adults
- outline the principles and procedures for child and adult safeguarding and protection at Flo's
- provide all those in a position of trust at Flo's with guidance on safeguarding

This policy, and its associated procedures, applies to all staff, including managers, board of trustees, paid staff, volunteers and sessional workers, agency staff, students or anyone in a position of trust working on behalf of Flo's.

A child is defined as a person under the age of 18 (The Children Act 1989). An adult is any person aged over 18 years.

### 2. Introduction

Flo's -The Place in the Park aims to be a safe, welcoming, inclusive space for families and people of all generations to meet, eat, work, play and learn. In developing a safe space, Flo's recognises the importance of safeguarding everyone who might use the centre - children and adults.

Flo's recognises its duty of care to

- safeguard children as set out in the Children Act 1989 and 2004 and Working Together to Safeguard Children 2018 and
- safeguard adults as set out in the Care Act 2014 associated regulations and statutory guidance,

Flo's believes that:

- All people regardless of age, ability, gender, racial heritage, religious or spiritual beliefs, sexual orientation and /or identity, have the right to equal protection from harm or abuse



- Some people are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues

### **3. Flo's will therefore work towards the following**

#### **3a. Prevention of abuse by**

- Providing an environment where everyone, children and adults, feels safe, secure, valued, respected and listened to
- Recognising that safeguarding is everyone's responsibility
- Safely recruiting staff and volunteers
- Promoting safe practice by workers and volunteers
- Ensuring relevant staff undertake Oxfordshire Safeguarding Children Board (OSCB - <https://training.oscb.org.uk/login>) and Oxfordshire Safeguarding Adults Board (OSAB - <https://www.osab.co.uk/learning-zone/osab-core-adult-safeguarding-courses/>) training, and encouraging relevant volunteers to do so
- Providing bespoke training for relevant staff and volunteers focusing on the particular safeguarding risks and issues they might encounter at Flo's and providing clear guidance about how to respond. Volunteers or staff for whom safeguarding is not a major part of their role will be informed of how to report a safeguarding concern.
- Updater training is available to relevant staff and volunteers and is required at least every 3 years
- Ensuring all those in a position of trust are provided with up to date and relevant information, training, support and supervision to enable them to fulfil their role and responsibilities in relation to safeguarding children and adults including lines of accountability and Whistle Blowing policies
- Developing a culture of respect, co-operation and openness
- Providing and promoting activities which enhance the welfare of children and adults
- Ensuring that all those using and hiring the space at Flo's understand, and are committed to, our Safeguarding Policy
- Assessing and carefully managing risks in accordance with civil and criminal law

#### **3b Responding well to concerns about abuse or harm by**

- Providing guidance on what staff and volunteers should do if they have a safeguarding concern



- Appointing a Designated Safeguarding Lead and ensuring a clear line of accountability with regard to safeguarding concerns
- Responding promptly to concerns, adhering to OSCB and OSAB guidelines
- Supporting and listening to those who raise concerns
- Ensuring that anyone who has been harmed, and others affected, receive helpful support and care
- Acting appropriately with regard to any allegations or concerns about anyone working on its behalf

### Reporting a Concern

The Board of Trustees is ultimately accountable for ensuring that Flo's is a safe space for all through the implementation of effective safeguarding procedures.

**Designated safeguarding Trustee is Mariam Iqbal**, you can contact her on [Safeguarding@floxoxford.org.uk](mailto:Safeguarding@floxoxford.org.uk).

#### **Name of Designated Safeguarding Lead for Flo's Nursery:**

Tanja Fletcher

Nurserymanager@floxoxford.org.uk

**Telephone Number:** 01865 587612

**mobile:** 07849 493686

#### **Name of Deputy Designated Safeguarding Lead for Flo's Nursery:**

Delyth Davies

**Telephone number:** 01865 587612

#### **Name of Deputy Designated Safeguarding Lead for Communities Team:**

Melissa Latchman

melissa.latchman@floxoxford.org.uk

#### **Name of Deputy Designated Safeguarding Lead for Public Enquiries:**

Laura Sewell

laura.sewell@floxoxford.org.uk

This policy is available to all and can be accessed at [www.floxoxford.org.uk](http://www.floxoxford.org.uk)



#### 4. Legal Framework

This policy has been developed in accordance with the principles established by the following legislation and guidance:

- Children Act 1989
- Children Act 2004
- United Nations Convention on the Rights of the Child 1991
- Children Act 2004 Children Act 2004 (as amended by the Children and Social Work Act, 2017)
- Equality Act 2010
- Children and Families Act 2014
- Special educational needs and disability (SEND) code of practice: 0 to 25 years
- Working Together to Safeguard Children 2018
- What to do if you are worried a Child is being Abused 2015
- Keeping Children Safe in Education 2022
- Oxfordshire Safeguarding Children Board guidelines
- Human Rights Act 1998
- Care Act 2014
- Mental Capacity Act, 2005
- Health and Social Care Act 2006
- Protection of Freedoms Act 2012
- Domestic Violence, Crime and Victims Act 2014
- Oxfordshire Safeguarding Adults Board guidelines

#### 5. Safer Recruitment

Flo's aims to recruit the best-suited person to the job (right skills, qualifications, experience and attitude) and to deter, reject or identify people who are unsuited to working with children and vulnerable adults.

In order to ensure safer recruitment, Flo's will adhere to its recruitment policy.

**In addition, for jobs/roles specifically involving contact with children or adults who may be vulnerable Flo's will**

- Ensure that the organisation's commitment to safeguarding is clear in its advertisements.
- Ensure that the job/role description refers to the responsibility for safeguarding and promoting the welfare of children, young people and/or adults.



- Ensure that the person specification includes specific reference to suitability to work with or near to children or vulnerable adults.
- Require applicants to complete an Ongoing Suitability Declaration with the application. Failure to disclose significant information at this stage may be seen as disqualifying the individual from appointment or grounds for dismissal
- Obtain and scrutinise comprehensive information from applicants and take up and satisfactorily resolve any discrepancies or anomalies.
- Obtain independent professional and character references that answer specific questions to help assess an applicant's suitability to work with or near children or adults, who may be vulnerable, and follow up any concerns. These references will be taken for all positions that involve working with children and adults who may be vulnerable.
- Conduct a face to face panel interview to explore the candidate's suitability to work with or near children as well as their suitability for the post.
- Verify the successful candidate's identity.
- Verify, where necessary, that the successful applicant has all the academic or vocational qualifications claimed.
- Check their previous employment history and experience. Any gaps in employment history will be questioned.
- Verify that they have the health (including mental health) and physical capacity for the job. Check if the candidate is on any medication that could affect the role that they are applying for.
- Conduct checks with the Disclosure and Barring Service at the appropriate level consistent with the job or volunteer role.
- Follow up any concerns raised as a result of a DBS check. If information is disclosed, it must be evaluated in order to make a judgement about the person's suitability for the post/role. In deciding the relevance of disclosure information, the following will be considered
  - The post/role
  - The nature and circumstances of the offence
  - The age at which the offence took place
  - The frequency of the offence
  - How the applicant now views the events surrounding the offence
  - What the applicant has achieved since the offence

Decisions concerning suitability will be made by the interview panel in liaison with the Designated Lead for Safeguarding. External advice may be sought.



- Ensure that the induction of new staff and volunteers includes familiarisation with our Safeguarding Policy.
- Successful applicants will be asked to join the DBS Update service and their ongoing suitability will be checked at least every three years. If they are not on the update service, DBS checks will be updated every three years.

## 6. Use of the premises by others

Organisations which are hiring rooms at Flo's in order to provide a long term service are expected to have their own safeguarding policies. They may be asked to show this when making the booking.

Other more informal groups should be aware of Flo's policy or those of Oxfordshire Safeguarding Children's Board and Oxfordshire Adults Safeguarding Board and agree to follow these.

When children will be present for a room hire, suitable adult supervision must be provided at all times. Where a room is used for purposes involving children whose parents are not present, adults supervising the children must be DBS checked and proof of Enhanced Disclosure must be provided to PPP Ltd, on request, when making the booking. For the purposes of this contract, children will be deemed to be any person under the age of 18.

## 7. Allegations against a member of staff or volunteer

All allegations of abuse by those who work with children and/or adults must be taken seriously, whether they are in a paid or unpaid capacity. This procedure should be applied when there is an allegation or concern that a person who works with children and/or adults, has:

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





Any allegation or concern about a person in a position of trust at Flo's will be reported, in the first instance, to the LADO and relevant Safeguarding Team. The LADO for Oxfordshire can be contacted via [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk) or call **01865 810603**.

### **Whistleblowing policy**

*Whistleblowing* is a term that is used when staff want to report a concern within their organisation that involves their manager or a person senior to them in the organisation, which may prevent them from following the normal reporting systems. Please refer to the Whistle blowing policy [📄 PP&P Whistleblowing policy FEB 2024.docx \(2\).pdf](#) .

### **Links to Other Organisational Policies and Procedures**

This policy should be read alongside the following organisational policies and guidance:

- Staff Handbook
- Social Media policy
- Photography and use of images of children
- Health and safety
- Complaints (including Whistleblowing)
- Room hiring policy
- Equality and diversity

### **Monitoring and Review**

The policy will be reviewed annually. All individuals in a position of trust should have access to this policy and sign to the effect that they have read and understood its contents.

Flo's will complete an annual self-assessment to appraise their safeguarding practice against OSCB and OSAB standards, please see [www.oscb.org.uk/](http://www.oscb.org.uk/) and [www.osab.org.uk/](http://www.osab.org.uk/).



## PART B

### 1. Child Protection and Safeguarding Procedures

All staff and volunteers at Flo's have a responsibility to report and record concerns/incidents as soon as they come to their attention. Flo's Designated Safeguarding Lead should be informed as soon as possible. All concerns, suspicions and allegations of abuse will be taken seriously and responded to promptly and appropriately.

All individuals working in a position of trust at Flo's will follow the Oxfordshire Safeguarding Children Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk))

- If you have **immediate concerns** about a child.  
Inform the Designated Safeguarding Lead or their Deputy straightaway  
The procedure for immediate concerns is to call the MASH immediately **Tel: 0345 050 7666** (This number will take you through to Customer Services who will ask a series of questions and triage into MASH where safeguarding concerns are raised).

[The Oxfordshire MASH Referral Form](#) (MASH Enquiry online referral form) may be used by professionals only to refer children to social services.

Or you can email a report to MASH on the secure email  
on: [mash-childrens@oxfordshire.gcsx.gov.uk](mailto:mash-childrens@oxfordshire.gcsx.gov.uk)

- If you **are unsure whether a referral should be made, talk** to the Designated Safeguarding Lead.  
The Locality and Community Support Service (LCSS) can be contacted. The situation can be discussed with them and they will advise on what to do next. If a MASH referral needs to be made, they will advise you of this. Contact details: **LCSS Central : 0345 241 2705. Tel: 0345 2412705 Email: [LCSS@oxfordshire.gov.uk](mailto:LCSS@oxfordshire.gov.uk)**  
**Opening Hours: 8.30am – 5pm (Mon – Thurs) 8.30am – 4pm (Fri)**
- If **concerns relate to an open case inform** the Designated Safeguarding Lead. The relevant Children's Social Care Team can be contacted.
  - Oxford City – **01865 328563**
  - Emergency Duty Team: **0800 833 408**  
John Radcliffe Hospital Assessment Team: **01865 221236** (for antenatal safeguarding concerns and issues concerning children in the hospital).



If there is an **allegation against a staff member** : see Part A Section 7.

### **Concern about a child**

If a child tells you they are suffering or have suffered significant harm through abuse or neglect, or have caused or are causing physical or sexual harm to others, the initial response should be to listen carefully to what the child says and to observe the child's behaviour and circumstances.

- Never promise to keep a secret.
- React calmly; be aware of your non-verbal messages.
- Don't stop a child or parent who is talking freely about what has happened.
- Don't ask leading questions.
- Reassure the child they have done the right thing by telling you.
- Avoid making comments or judgements.
- Tell the child what will happen next.
- Record using the child's words.

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality, as this could prejudice further investigations , including those by the police.

If the child can understand the significance and consequences of making a referral to children's social care, they should be asked for their views.

It should be explained to the child that, whilst their view will be taken into account, the person holding a position of trust has a responsibility to take whatever action is required to ensure the child's safety and the safety of other children.

### **Confidentiality**

Children have a right to confidentiality under Article 8 of the European Convention on Human Rights. It is important to respect the wishes of a child or any person who doesn't consent to share confidential information.

If you are not given consent to share information, you may still lawfully go ahead if the child is experiencing, or is at risk of, significant harm.



Child protection concerns, disclosures from children or safeguarding allegations made against a person in a position of trust must not be discussed among workers and volunteers. This information should be shared solely with the Designated Safeguarding Leads, Children's Social Care and/or the Local Area Designated Officer (LADO) as appropriate.

Personal information which is shared by the child or young person on a one to one level, such as sexual orientation or gender identification, should not be disclosed to other workers and volunteers.

If staff and volunteers wish to discuss situations with colleagues to gain a wider perspective, this should be done on an anonymous basis, with names and other identifying information relating to the child and their family remaining strictly confidential.

### **Supporting those working with children**

Flo's recognises the importance of those in a position of trust being 'emotionally safe'. All those in a position of trust should feel able to discuss safeguarding concerns with the Designated Safeguarding Lead.

The Designated Safeguarding Lead or their Deputy will take responsibility for taking forward any concerns or disclosures following the Oxfordshire Safeguarding Children Board procedures. These can be found at [www.OSCB.org.uk](http://www.OSCB.org.uk).

## **2. Adult Protection and Safeguarding Procedures**

All staff and volunteers at Flo's have a responsibility to report and record concerns/incidents as soon as they come to their attention and to inform the designated person. All concerns, suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.

All individuals working in a position of trust at Flo's will follow the Oxfordshire Safeguarding Adult Board Procedures/Local Authority guidance in all cases of abuse, or suspected abuse (these can be found at [www.osab.co.uk](http://www.osab.co.uk)).

### **Concern about an adult**



If an adult tells you they are experiencing, or have experienced, abuse then the response should be to listen carefully and support the adult in coming to a decision about how to proceed.

- React calmly to what you hear
- Do not promise to keep a secret
- Don't ask leading questions
- Reassure them they have done the right thing by telling someone
- Avoid making comments or judgements
- Keep a record of the conversation using the adult's words.

If an adult does not wish the information they have shared with you to be passed on to other agencies or professional workers, they have the right for their wishes to be respected. However, there are circumstances when their wishes can be over-ridden including:

- If the person lacks the mental capacity to make that decision – this must be properly explored and recorded in line with the Mental Capacity Act;
- If other people are, or may be, at risk, including children;
- If sharing the information could prevent a crime.



## Appendix A: DEFINITIONS

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

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

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

**Early Help** refers to providing support as soon as a problem emerges, at any point in a child's life.

The term **Staff** applies to all those working for or on behalf of the setting, full time or part time, in either a paid or voluntary capacity. This may also include committee members and trustees.

For the purpose of this policy **Provider** refers to an individual or an organisation who provides childcare. This may be in the private, voluntary or independent sector. It could cover sole traders, partnerships, committees, trustees.

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

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

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

**DSL** refers to Designated Safeguarding Lead and **DDSL** refers to Deputy Designated Safeguarding Lead

**Safeguarding Partners** - local safeguarding arrangements are led by three statutory safeguarding partners:

- The Local Authority
- Integrated Care Systems (Previously the clinical commissioning group)
- The Chief Police Officer.
- In Oxfordshire the safeguarding partners have made arrangements to work with other relevant partners through the OSCB



**OSCB** refers to Oxfordshire Safeguarding Children Board

**LCSS** refers to Locality Community Support Service

**MASH** refers to Multi Agency Safeguarding Hub

**LADO** refers to the Local Authority Designated Officer (for Allegations)

**Chair** refers to the Chairperson of the management committee (amend as appropriate)

**EYFS** refers to the Statutory Framework for the Early Years Foundation Stage



## **Annex B: DEALING WITH DISCLOSURES**

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

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

All staff should know who the DSL is and who to approach if the DSL is unavailable.

Ultimately, all staff have the right to make a referral to the police or Local Authority

Children's social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the setting premises at the time and have concerns about sending a child home.

### **Guiding principles for dealing with disclosures - the seven R's**

**Receive** - Listen to what is being said, without displaying shock or disbelief

Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

**Reassure** - Reassure the child, but only so far as is honest and reliable

Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'

Do reassure e.g. you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

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

Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court

Do not ask the child why something has happened.

Do not criticise the alleged perpetrator; the child may care about him/her, and reconciliation may be possible

Do not ask the child to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the child that it will be a senior member of staff

**Report** - Share concerns with the DSL as soon as possible

If you are not able to contact your DSL or the DDSL, and the child is at risk of immediate harm, contact MASH directly





**Record** - If possible, make some very brief notes at the time, and record them as soon as possible. If the incident happens in the Nursery, report on Family (under *Safeguarding Disclosures*). For community and centre use the relevant secure documents on the google drive.

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

**Remember** - Support the child: listen, reassure, and be available

Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues

Try to get some support for yourself if you need it

**Review** processes (led by DSL)

Has the action taken provided good outcomes for the child?

Did the procedure work?

Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?

Is further training required?

## **Annex C: VULNERABLE CHILDREN**

Any child may benefit from [early help](#) but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory Education, Health and Care Plan).
- 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.
- is frequently missing/goes missing from care or from home.
- is at risk of modern slavery, trafficking, or exploitation.
- is at risk of being radicalised or exploited.
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;  
<https://www.gov.uk/government/collections/domestic-abuse-bill>
- is misusing drugs or alcohol themselves.



- has returned home to their family from care; and
- is a privately fostered child.

#### **Annex D: CATEGORIES OF ABUSE**

**Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development and conveying 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
  - interactions that are beyond a child's developmental capability
  - overprotection and limitation of exploration and learning
  - preventing the child from participating in normal social interaction.
  - seeing or hearing the ill-treatment of another
  - serious bullying (including cyberbullying)
  - causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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

**Neglect** is the persistent failure to meet a child's basic physical 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, it may involve a parent failing to:

- provide adequate food, clothing, and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate caregivers
- ensure access to appropriate medical care or treatment

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

Educational neglect is also considered

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/>

[Neglect - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#)

**Physical abuse** 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 fabricates the symptoms of, or deliberately induces, illness in a child.

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (KCSIE 2023).

## **MENTAL HEALTH**

All staff should also 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. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

The department has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#).

The Anna Freud Centre has produced materials for the Early Years sector [Early Years Practitioner Guidance | Babies, Young Children Mental Health & Wellbeing | Early Years In Mind | Anna Freud Centre](#)



**There are three thresholds for and types of referral that need to be considered:**

**Is this a child with additional needs** where their health, development or achievement may be adversely affected? - age-appropriate progress is not being made and the causes are unclear; the support of more than one agency is needed to meet the child or young person's needs

**Is this a Child in Need matter?** Section 17 of the Children Act 1989 says:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority
- their health or development is likely to be impaired, or further impaired, without the provision of such services
- they are SEND (and as such can face additional safeguarding challenges)  
If this is a child in need, discuss the issues with the Designated Safeguarding Lead and parents. Obtain their consent for referral.

**Is this a Child Protection matter?** Section 47 of the Children Act 1989 says:

- children at risk or who are suffering significant harm
- children suffering the effects of significant harm
- children with serious health problems

More on the thresholds can be found here: [Oxfordshire-Threshold-of-Needs-2021.pdf \(oscb.org.uk\)](https://www.oscb.org.uk/Oxfordshire-Threshold-of-Needs-2021.pdf)

If this is a child protection matter, this should be discussed with the DSL and will need to be referred to the MASH by the setting as soon as possible. [Multi-Agency Safeguarding Hub \(MASH\) | Oxfordshire County Council](#)

## **Annex E: ADDITIONAL FORMS OF ABUSE**

### **Child Abduction and Community safety Incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

PPP SAFEGUARDING POLICY

DATE ISSUED: August 2024



It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: <http://www.actionagainstabduction.org/> and <https://clevernevergoes.org/>

### **Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females and children or adults.

The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation. As well as being physical can be facilitated and/or take place online.

### **Child Sexual Exploitation (CSE)**

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g., through others copying videos or images they have created and posted on social media). CCE indicators can also be indicators of CSE, as can: • children who have older boyfriends or girlfriends; and • children who suffer from sexually transmitted infections or become pregnant.

The department provide: [Child sexual exploitation: guide for practitioners](#)

A full list of indicators can be found here: [Child Sexual Exploitation - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#)



## **Child Criminal Exploitation (CCE)**

While there is still no legal definition of 'Child Criminal Exploitation' or CCE, it is increasingly being recognised as a major factor behind crime in communities the UK, while also simultaneously victimising vulnerable young people and leaving them at risk of harm. A simple definition of CCE is: CCE often occurs without the victim being aware that they are being exploited and involves young people being encouraged, cajoled, or threatened to carry out crime for the benefit of others. In return they are offered friendship or peer acceptance, but also cigarettes, drugs (especially cannabis), alcohol or even food and accommodation.

County Lines is a term used to describe gangs, groups or drug networks that supply drugs from urban to suburban areas across the country, including market and coastal towns, using dedicated mobile phone lines or 'deal lines'. They exploit children and vulnerable adults to move the drugs and money to and from the urban area, and to store the drugs in local markets. They will often use intimidation, violence, and weapons, including knives, corrosives, and firearms. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and voluntary and community sector organisations. County lines activity and the associated violence, drug dealing, and exploitation has a devastating impact on young people, vulnerable adults, and local communities. Further information can be found here: [Child Criminal Exploitation - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](https://www.oscb.org.uk)

## **Consent**

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

Sexual consent

- a child under the age of 13 can never consent to any sexual activity.
- the age of consent is 16.

## **Children who are absent from education**

Good attendance promotes good outcomes for children. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a



child or family and may have a vital part to play in keeping a child or other family members safe from harm.

All children, regardless of their circumstances and the setting they are in, are entitled to an education which is suitable to their age, ability, aptitude, and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are absent from education in their area.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It may also be a sign in very young children of parental mental health issues.

Schools and settings should put in place appropriate safeguarding policies, procedures and responses for children who are absent from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Settings who care for children who are not yet statutory school age need to be alert to children who have poor attendance or who have not started at the Early Years setting without explanation. If you have concerns about poor or unexplained attendance discuss with the family and, with the family's consent, complete a Strengths and Needs Form and contact your LCSS locality worker, or in urgent cases MASH.

### **Children with family members in prison**

Approximately 200,000 children in England and Wales have a parent sent to prison each year these children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on children of offenders [NICCO](#) provides information designed to support professionals working with offenders and their children to help mitigate negative consequences for these children. [Home - Children Heard and Seen](#) support children, young people and their families who are impacted by parental imprisonment.

### **Domestic Abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing





domestic abuse can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. [Home | Refuge National Domestic Abuse Helpline \(nationaldahelpline.org.uk\)](https://www.refuge.org.uk/national-domestic-abuse-helpline)

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

### **So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be





aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. Actions If staff have a concern regarding a child who might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or a deputy). As appropriate, the designated safeguarding lead (or a deputy) will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with the police and local authority children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see below).

## **FGM**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve local authority children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. [Harmful Practices - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#)

## **Forced marriage**

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DATE ISSUED: August 2024



Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. In addition, since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages. [The right to choose: government guidance on forced marriage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/the-right-to-choose-government-guidance-on-forced-marriage)

### **Fabricated or Induced Illness / Perplexing Presentation**

Staff must be aware of the risk of children being abused through fabricated or induced illness (FII). There are three main ways of the carer fabricating or inducing illness in a child.

These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means

Where this is identified and considered a risk a referral will be made to the MASH for support and guidance. The setting may involve other agencies in making their assessments. That could include school nurse, community paediatrician, occupational therapists for example.

### **Gang and Youth / Serious Violence**

Children and Young People who become involved in gangs are at risk of violent crime and as a result of this involvement are deemed vulnerable. Agencies and professionals have a responsibility to safeguard these children and young people and to prevent further harm both to the young person and their potential victims. Risks associated with gang activity include access to weapons (including firearms), retaliatory violence and territorial violence with other gangs, knife crime, sexual violence, and substance misuse



<https://www.gov.uk/government/publications/serious-violence-strategy>

Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who: go missing and are subsequently found in areas away from their home. have been the victim or perpetrator of serious violence (e.g., knife crime).

### **Faith Based Abuse**

Our policy recognises the 'National Action Plan to Tackle Abuse linked to faith or belief' which describes this abuse as:

*'not about challenging people's beliefs, but where beliefs lead to abuse that must not be tolerated. This includes belief in witchcraft, spirit possession, demons or the devil, the evil eye, or djinns, dakini, kindoki, ritual or muti murders and use of fear of the supernatural to make children comply with being trafficked for domestic slavery or sexual exploitation. The beliefs which are not confined to one faith, nationality or ethnic community.'*

When this type of abuse is suspected staff will make a referral to MASH for support and guidance.

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

### **Modern Slavery and the National Referral Mechanism (NRM)**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK

### **Risks Associated with Parent/Carer Mental Health**



The majority of parents who suffer mental ill-health can care for and safeguard their children and/or unborn child. Some parents, however, will be unable to meet the needs and ensure the safety of their children.

Our approach is to recognise; seek support; instil preventive factors and monitor. The DSL should seek support through the Early Help team but escalate to the MASH Team if they are concerned that the child involved is being placed at immediate risk of harm. The link below details the Early Help services available to children, young people, and their families.

[Early Help and the Locality Community Support Service \(LCSS\) - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](https://www.oscb.org.uk)

### **Drugs and Alcohol**

Children can be at risk of drugs and alcohol directly and indirectly. They may be at direct risk of having access to these substances (see guidance on gangs) or indirectly because they affect family life at home through use by parents/carers, siblings, child-minders etc. Risks associated with drugs and alcohol and built into the year 5-6 curriculum in schools.

More details can be found at: [Substance Misuse - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](https://www.oscb.org.uk)

[Parents who Misuse Substances \(trixonline.co.uk\)](https://www.trixonline.co.uk)

### **Preventing Radicalisation**

Protecting children from the risk of radicalisation should be part of settings' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme



From 1 July 2015 all settings are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 ('The CTSA 2015'). Settings must have regard to statutory PREVENT GUIDANCE issued under section 29 of the CTSA 2015. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies and is to prevent people from being drawn into terrorism.

The statutory Prevent guidance summarises the requirements in terms of four general themes:

- risk assessment
- working in partnership
- staff training
- IT policies

Settings are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Settings should have clear procedures in place for protecting children at risk of radicalisation. It is not necessary for settings to have distinct policies on implementing the Prevent duty. The Prevent duty builds on existing local partnership arrangements. For example, Early Years providers should ensure that their safeguarding arrangements consider the policies and procedures of Local Safeguarding Children Board (LSCBs).

Designated safeguarding leads and other senior leaders should familiarise themselves with the revised [Prevent duty guidance: for England and Wales](#).

The Prevent guidance refers to the importance of Prevent Awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual settings are best placed to assess the training needs of staff in the light of their assessment of the risk to children of being drawn into terrorism. As a minimum, however, settings should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Settings must ensure that children are safe from terrorist and extremist material when accessing the internet in the setting. Settings should ensure that suitable filtering is in place. It is also important that settings teach children about online safety more generally. Further



information and guidance are available on the OSCP website: [Radicalisation - Oxfordshire Safeguarding Children Board \(oscb.org.uk\)](#)

The Department for Education has also published advice for schools and childcare providers on the Prevent duty and is intended to complement the Prevent guidance and signposts other sources of advice and support.

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

## **Channel**

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

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Settings are advised to have regard to Keeping Children Safe in Education and, as partners, are required to cooperate with local Channel panels. Channel guidance can be found here:

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-panel-guidance>

## **Sexual harassment, violence, harmful sexual behaviours (inc. child on child abuse and 'upskirting')**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault.

The following information relates to school aged children, but it is important for Early Years staff to be aware that this is a form of abuse.



It is important that settings are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child, sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing. DfE guidance situates sexual violence, sexual harassment, and harmful sexual behaviour in the context of developing a whole-school safeguarding culture, where sexual misconduct is seen as unacceptable, and not 'banter' or an inevitable part of growing up.

It should be recognised that these issues are likely to occur, and so schools should have procedures in place to deal with them. Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+), or are perceived by peers to be LGBT+, and pupils with SEND. We recognise that these children can be targeted by other children, so it is vital your school provide a safe space for these children to speak out and share their concerns with members of staff. Pupils are protected from 'upskirting', bullying, homophobic, biphobic and transphobic behaviour, racism, sexism, and other forms of discrimination Staff have familiarity with the [Equality Act 2010 and the Public Sector Equality Duty](#) (PSED), the Human Rights Act 1998 and recent reforms to the Act and how they apply to safeguarding

<https://www.gov.uk/government/consultations/human-rights-act-reform-a-modern-bill-of-rights/outcome/human-rights-act-reform-a-modern-bill-of-rights-consultation-response>

Our setting acknowledges the need to treat everyone equally, with fairness, dignity, and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with respect. We also have a statutory duty to report and record any of the above incidents. Schools must record incidents across the whole spectrum of sexual violence, sexual harassment, and harmful sexualised behaviours so that they can understand the scale of the problem in their own schools and make appropriate plans to reduce it.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL) or equivalent and managed in line with your setting's child protection policies. Victims of harm should be supported by the school's pastoral system and, and their wishes and





feelings considered and that the law on child-on-child abuse is there to protect them, not criminalise them.

The appropriate safeguarding lead person should be familiar with the full guidance from the UK Council for Internet Safety (UKCIS), Sharing nudes and semi-nudes: advice for education settings working with children and young people

<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

### **Upskirting**

'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is a criminal offence. Anyone of any gender, can be a victim. The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

### **Annex F: Managing Allegations against staff**

The Local Authority Designated Officer for Allegations (LADO) must be told of allegations against adults working with children and young people within 24 hours. Chairs of committees should refer to this guidance if there is an allegation against the manager. This includes all cases that meet the harms threshold where a person is alleged to have:

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

behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviour that may have happened outside of setting, that might make an individual unsuitable to work with children and is known as transferable risk.

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt, seek advice from the LADO.

There are two levels of allegation/concern:

- allegations that may meet the harms threshold (see definition above)
- allegation/concerns that do not meet the harms threshold – referred to in 2023 guidance as 'low level concerns'





Providers should have policies and processes to deal with concerns (including allegations) which do not meet the harm threshold. Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent, or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

It is important that settings have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

‘Low Level Concerns’ - Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the setting may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- humiliating pupils

Such concerns must always be recorded and reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified

The Local Authority Designated Officer is Jo Lloyd, contactable by phone on 01865 810603 or by email at [lado.safeguardingchildren@oxfordshire.gov.uk](mailto:lado.safeguardingchildren@oxfordshire.gov.uk)

An Allegations and Consultation Referral Form must be completed by the manager in full and forwarded to the LADO via email within 24 hours.



## **Annex G: Online Safety and Cybercrime**

Refer to the following Gov.uk information

[Safeguarding children and protecting professionals in early years settings: online safety considerations for managers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers)

[Safeguarding children and protecting professionals in early years settings: online safety guidance for practitioners - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-guidance-for-practitioners)

The use of technology has become a significant component of many safeguarding issues. Child Sexual Exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers a setting to protect and educate the setting community including parents and carers in their children's use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

content: being exposed to illegal, inappropriate, or harmful material

contact: being subjected to harmful online interaction with other users

conduct: personal online behaviour that increases the likelihood of, or causes, harm

A Digital Safety policy, which covers the use of mobile phones, cameras, and other digital recording devices/wearable technology. Providers must do all they can to limit children's exposure to the risks from the settings IT system and ensure the setting has appropriate filters and monitoring systems in place and regularly review their effectiveness. Providers should ensure their setting has appropriate filters and monitoring systems in place and staff receive training about this induction.

Whilst considering their responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, providers should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual settings and will be informed in part, by the risk assessment required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" filtering and monitoring might look like: [UK Safer Internet Centre: appropriate filtering and monitoring](https://www.saferinternet.org.uk/guidance/parents/parents-filtering)

The policy for remote learning that demonstrates an understanding of how to follow safeguarding procedures when planning remote education strategies and teaching remotely. The setting maintains the capability to provide remote education when it is not possible for some or all their pupils to attend in person. (All IT policies are located.....).

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>



Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include: unauthorised access to computers (illegal 'hacking'), 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and, making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

### **Annex H: SAFER RECRUITMENT**

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks. Providers must not allow people, whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for.

When appointing new staff, providers must:

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website
- obtain (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity)
- obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available
- schools that work with children between 8 and 18 years old must recognise that the 'relationships and associations' that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the school (Childcare Act 2006 – as amended)
- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health to establish whether they have the physical and mental capacity for the



specific role

- verify the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, follow advice on the GOV.UK website.
- if the person has lived or worked outside the UK, make any further checks the setting consider appropriate and verify professional qualifications, as appropriate
- carry out prohibition check for all staff with QTS
- complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Please note even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check)
- consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online. [It is good practice to inform shortlisted candidates that online searches will be carried out.](#)
- ensure a candidate's qualifications are 'approved' (full and relevant) in order for them to be counted in ratios. You can check qualifications here [Check early years qualifications - GOV.UK \(www.gov.uk\)](#)
- only accept copies of a curriculum vitae (CV) alongside an application form. A CV on its own will not provide adequate information.

## Annex I: CENTRAL RECORD

The EYFS states: Providers other than childminders must record information about staff qualifications and the identity checks and vetting processes that have been completed (including the criminal records check reference number, the date a check was obtained and details of who obtained it).

See section above for other checks which must be recorded.

Copies of DBS certificates and records of criminal information disclosed by the candidate are covered by UK GDPR/DPA 2018 Article 10. To help schools and colleges comply with the requirements of the Data Protection Act 2018, when a school or college chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed a school or college may keep a record of the fact



that vetting was carried out, the result and the recruitment decision taken if they choose to. Schools and colleges do not have to keep copies of DBS certificates, in order to fulfil the duty of maintaining the single central record.

For supply staff, settings should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

Committee member’s identity and vetting checks should also be recorded. Governance is not a regulated activity and so they do not need a barred list check unless, in addition to their governance duties, they also engage in regulated activity.

**Annex J: Contacts and Links**

MASH	0345 050 7666	<a href="http://www.oscb.org.uk/concerned-about-a-child/">http://www.oscb.org.uk/concerned-about-a-child/</a>
Out of Hours Emergency Duty Team	0800 833 408	
LCSS North	0345 2412703	<a href="mailto:LCSS.North@oxfordshire.gov.uk">LCSS.North@oxfordshire.gov.uk</a>
LCSS Central	0345 2412705	<a href="mailto:LCSS.Central@oxfordshire.gov.uk">LCSS.Central@oxfordshire.gov.uk</a>
LCSS South	0345 2412608	<a href="mailto:LCSS.South@oxfordshire.gov.uk">LCSS.South@oxfordshire.gov.uk</a>



Designated Officer (LADO)	810603	01865 <a href="mailto:Lado.safeguardingchildren@oxfordshire.gov.uk">Lado.safeguardingchildren@oxfordshire.gov.uk</a>
<b>Police:</b> <b>Emergency</b> <b>Non-emergency</b>	<b>999</b> <b>101</b>	
<b>OSCB</b>		<a href="http://oscb.oxfordshire.gov.uk">oscb.oxfordshire.gov.uk</a>

Information sharing advice:

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

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

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

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

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

MASH leaflet for parents:

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

### **Additional links**

[\*\*The United Nations convention on the Rights of the Child\*\*](#)

[\*\*The Children and Families Act 2014.\*\*](#)

PPP SAFEGUARDING POLICY

DATE ISSUED: August 2024



**Adopted on: August 22nd 2024**

**by:** The Trustees of Flo's - the Place in the Park

**role: Accountable for ensuring the nursery is a safe environment, including the implementation of effective safeguarding procedures**

**Review Date: August 2025**